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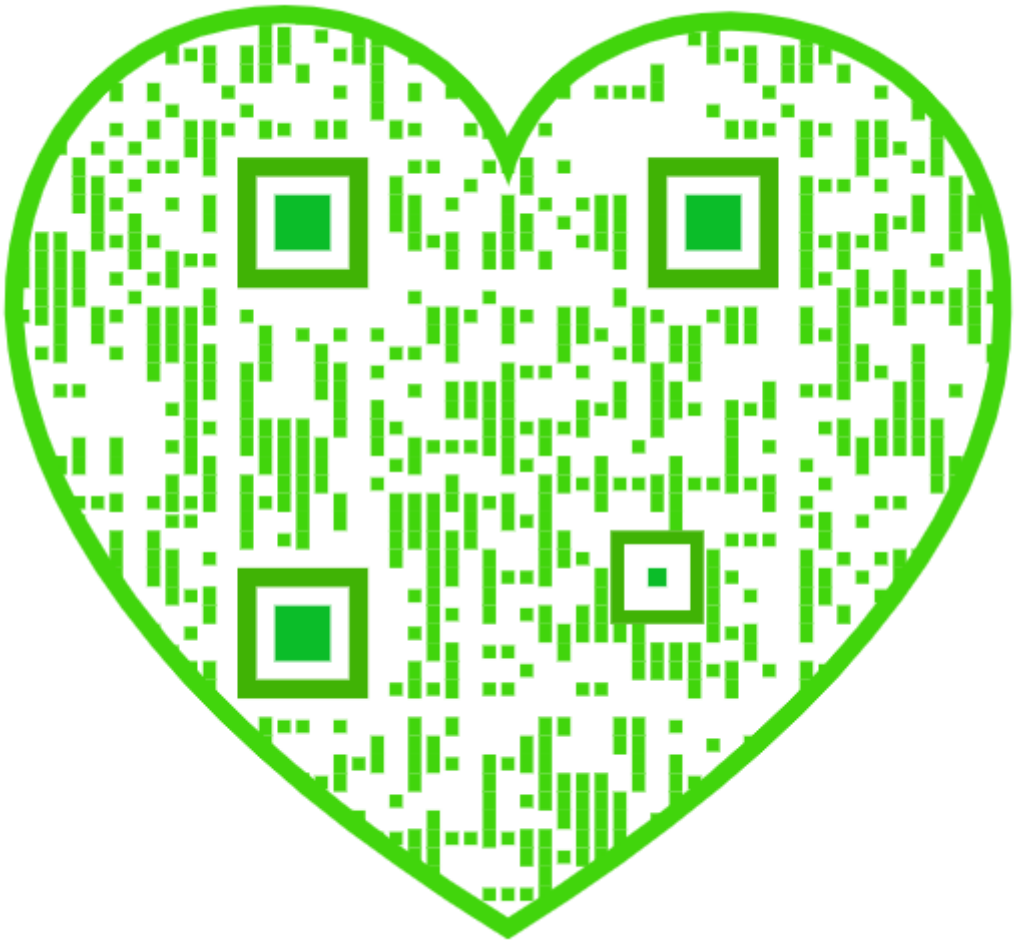
BUSINESS SHORTHAND

KIMBALL



Class Z 56

Book .M5 B2

BUSINESS SHORTHAND

PRESENTING A METHOD OF SWIFT WRITING

FOR THE USE OF

AMANUENSES AND REPORTERS

IN ACCORDANCE WITH THE PRINCIPLES OF

LINDSLEY'S TAKIGRAFY

ARRANGED AND PUBLISHED BY D KIMBALL

AUTHOR AND PUBLISHER OF

FIRST LESSONS IN TAKIGRAFY
THE AMANUENSIS AND KEY
BUSINESS SHORTHAND AND KEY
POPULAR SHORTHAND IN A NUTSHELL
SWIFT FONETIC SCRIPT AND KEY
GRADED BUSINESS LETTERS AND KEY
A MANUAL OF EDUCATIONAL AND BUSINESS TYPEWRITING
READY REFERENCE HELPS, etc.

PUBLISHER OF

THE SHORTHAND WRITER AND THE TAKIGRAFER, 1874 to 1878 and

EDITOR AND PUBLISHER OF

THE SHORTHAND WRITER, 1885 to 1889 and
THE SHORTHAND ADVOCATE, etc.

CHICAGO, ILL, U S A

THIRD EDITION

1902

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The Heirs of D. P. LINDSLEY, Author of TAKIGRAFY.

TO MY FELLOW TEACHERS AND LEARNERS:

There is so much work which must be done, that all of it should be done in the most economical manner. It is to save to the utmost degree possible, the time and work of Teachers, Learners and Writers, that this system of writing and teaching has been faithfully worked out May their use be so effective as to lead to still further economies and a more general diffusion of necessary and useful knowledge.

Faithfully yours,

THE AUTHOR.

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PREFACE.

The improved method of teaching Shorthand by furnishing progressively graded object-lessons of convenient length, composed of correctly engraved words, *frases and sentences, in Shorthand, classified and arranged in groups illustrating the principles of writing and abbreviation, by which there is presented to the learner's eye what he is to do and how he is to do it, and from which he may acquire the art in the natural way of learning, by IMITATION, and fix the principles in mind by persistent, practice drill from dictation, first used by the author in lesson form in 1883–4 and published in book form in THE AMANUENSIS in 1885, has met with such general and continued favor from both teachers and students, and produced such wonderful and satisfactory time- and labor-saving results, never before attained, that we have been influenced to arrange and publish this new book on the same general plan, but differing somewhat, and it is believed for the better, in material and arrangement. It is believed that in this newer form the advantages of the art will be brought within the reach of a still larger number of persons, facilitating, as it does, to a greater extent its acquisition thru mail instruction and private study.

We all learn mechanical operations more readily and exactly by "seeing how it is done" than in any other way. In the mastery of Shorthand the mental process of fixing the correct forms for the words and frases in the mind must be supplemented by the mechanical process of forming them with pen or pencil. To get the best results the study and practice must be carried along simultaneously; the learner must think, speak or hear the word, see its form and write it at the same time. This is the method followed out in this book. The principles of writing and abbreviation are illustrated and taught by some over five thousand of the most frequently occurring words, frases and sentences involving such principles. These well

*Some of the most outrageous and indefensible, all are indefensible, violations of orthografy are changed for the better thruout this book, in the interests of economy and good sense.

mastered by thoro practice will give the writer a working vocabulary sufficiently large for ordinary purposes and enable him to readily form from analogy such infrequent words, not given in the lessons, as may occur in his writing.

The learner is not required to master two or more forms for the same word, a long form to be afterward superseded by a shorter one. A given word occurs but once in the Lessons, and then in the form the writer is to permanently use it.

The word-signs are given, a few with each Lesson, in the connection where they naturally belong, so they will be the more readily understood and their gradual mastery not feel burdensome to the learner.

Accompanying each Lesson is a specially arranged Writing and Reading Exercise, the sentences of which are composed solely of words already given in the Lessons, or which may be written by the principles there illustrated, and, for the most part, are expressions of frequent occurrence in business letters, papers, etc. They are extensive exercises in English as it is used in business, which differs considerably from the language as taught in schools and spoken at home by the learner, but which the writer must be familiar with in order to do work intelligently and well.

A few specially shortened frases are given with each Lesson. The ordinary frases, made by joining together the associated words without further abbreviation of form, will be found scattered thruout the Exercises, so the learner will become familiar with their use without special drill, thus economizing time, work and space.

With this presentation of the subject the learner is encouraged by the fact that he begins to write and read his Shorthand in the form of words, frases and sentences, in and from the first day and lesson of his study as he will write and read it at the end of his course. This is an important feature, not possible with other systems and methods of instruction, owing to their complexities, and rendered feasible here only by the simplicity of the system presented and the direct, straightforward, common-sense method of furnishing the material for instruction and practice.

Concise Explanations of Principles, in common type, will be found at the beginning of each Lesson. A key, in common

type, to the shorthand part of each Lesson, helpful to most students, is given on the page opposite the Lesson.

The words and frases of the Writing and Reading Exercises having been already illustrated and explained, a key is not necessary to enable the attentive student to readily and correctly read the sentences of which they are composed. To read them without a key will be found to be a healthy, stimulating and interesting exercise, and furnish a test of the student's thoroness in the mastery and retention of the principles.

To the teacher the Lessons as given offer these advantages:

The certainty of furnishing not only the most satisfactory system of swift writing to the comparatively few who want to make a professional use of the art for their support, but, in addition, the ability to offer an unequaled educational and writing facility to every other intelligent person in the community who needs such an aid in his daily work. Your field is vastly enlarged; you have something of value to offer and teach every person;

A method of teaching that is time- and labor-saving to the highest degree, as well as encouraging and satisfactory to all concerned, because substantial progress can be seen each day;

Entire relief from the wasteful and vexatious drudgery of correcting mistakes in a learner's written exercises. With these Lessons the learner need not make any mistakes, or have any to correct—teaching with them is made a pleasure;

Relieved of this useless burden of correction of exercises, there is practically no limit to the size of a class which may be expeditiously and successfully conducted by a teacher—a hundred may be taught as effectively as five.

To the learner these Lessons insure:

A method of writing correct, rapid and legible, and uniform with that of other writers, thus enabling users of the system to read the writing of others—a vitally important quality in a system of writing;

The entire saving of the time and labor of preparing exercises for correction, delay involved in making corrections and the subsequent substitution of correct forms from the corrected exercise—all a mass of vexatious and needless work. With these Lessons all study and drill are put upon the mastery of words, frases and sentences in their correct form, and

as they will be permanently used. The learner is shown just what to do and how to do it, hence time and labor are economized and utilized to the fullest extent:

The certainty of being able to fit oneself to do the highest grade of shorthand work with the expenditure of but a fraction of the time and labor necessary to reach a moderate degree of efficiency in other systems or with other methods of instruction:

The certainty that time, labor and money will not be thrown away upon the study for lack of ability to learn and use it; for if a professional use is not made of it, it may be used advantageously in the private and social business of the writer. There is no chance for failure or loss with this system.

Upon the suggestion of Mr. J. C. Powell, an experienced teacher of Kansas City, a series of Supplementary Exercises have been added, commencing on page 55 and continuing to page 153. The words in these Exercises are arranged under the various principles of writing and abbreviation and add some 5,000 words to the student's vocabulary. The Exercises should be prepared as directed on page 55, paragraf 1. The best time to take up these Exercises is on the first general review of the Lessons, and with some students it may be better to divide the Exercises, writing up half of each Exercise on the first and half on the second review of the Lessons.

The preparation of these Exercises gives the student a chance to exercise his skill in the construction of word-forms and cultivate his self-reliance; it also furnishes a test of the thoroness with which the principles have been mastered and affords the teacher a chance to explain and illustrate more fully such principles as seem to be imperfectly understood.

This arrangement also permits of dividing the instruction into a short course covering the thirty Shorthand Lessons and accompanying Writing and Reading Exercises, about 5,000 words and frases, sufficient for ordinary amanuensis work, and which may be preferred by some because of the comparatively short time necessary for its acquisition, and a long course covering all the instruction and practice in the short course with the Supplementary Exercises, about 5,000 words, added. This furnishes a basis sufficiently broad, with the few special words and frases required, for any kind of amanuensis or reportorial work.

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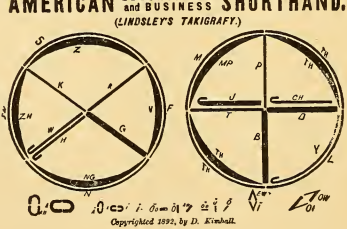


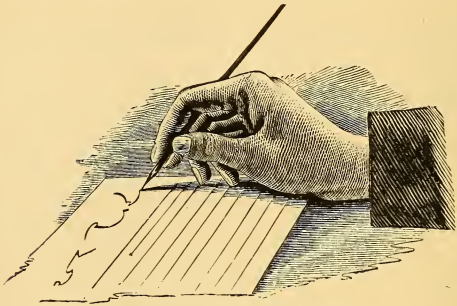
GENERAL DIRECTIONS FOR STUDY AND PRACTICE.

1. Materials required. No special materials are required by the learner or writer of BUSINESS SHORTHAND. The best instrument with which to write Shorthand is a good, elastic, fine-pointed pen, either steel or gold, as best suits the hand of the writer. If a suitable fountain pen can be obtained it will obviate the trouble and waste of time in dipping for ink. Free-flowing, non-corrosive ink should be used. A worn-out, typewriter ribbon put in water will make good ink for this purpose. Paper for pen writing should be of fair quality, well calendered, cut to convenient size and put up in blocks. If a pencil is used in practice and writing, it should be of medium hardness and of good quality. The pencil need not be sharpened to a fine point. The whole of the lead may be used if, when it becomes worn too broad, the pencil is slightly turned so as to bring to the paper the sharp edge between the flat, worn surface and the natural curved one. A soft pencil requires hard paper, a hard pencil a soft, uncalendered paper. Good work depends much upon good materials and the proper adaptation of pencil and paper. The paper may be ruled or unruled, according to the preference of the writer. The legibility of the writing does not depend upon position with reference to a line. Upon commencing work the ordinary, reporters note-books will be found most convenient.

2. Position for writing. An easy, unconstrained position, erect and with the right side turned toward the desk or table, so that the right arm may rest easily upon it, is best. Do not lean any of the weight of the body upon the writing arm or against the table.

3. How to use the hand. The hand should assume its easiest position on the table, the position it would take naturally if dropped upon the table in a moment of rest, without thot or restraint, the knuckle of the fore-finger uppermost, the third and fourth fingers curved under the palm to form an elastic support to the hand and steady its movement across the paper. The wrist should be slightly raised, so that the hand may move

freely. The pen or pencil should be lightly grasped between the first and second fingers and thumb, as shown in the cut.



PROPER POSITION OF HAND AND PEN.

The pen-holder should point well to the right and the pen be so held that its points will press evenly upon the paper. That position is correct which will admit of making the letters | \ — without turning the pen between the fingers. There should be little or no movement of the fingers or wrist in writing; and the hand must be trained to run very lightly, the pen just touching the paper to form the light lines and only a slight pressure given to form the shaded letters.

4. The use of the arm. The entire weight of the arm should rest on the table upon the full, muscular part near the elbow, in such a way as to allow of an easy, rolling motion, and serve as a pivot from which the hand may easily sweep the full length of a line across the page without raising the arm or sliding or hitching it along on the table. Avoid writing with the hand and arm near the body, the elbow at an acute angle. Such a position is too constrained for an easy, rapid movement of the hand. Let the arm be away from the body, the elbow well open and at an obtuse angle, so that the movement may be free and unobstructed. The propelling force used in writing should come entirely from the large, strong muscles above the elbow, which can stand the strain of long writing without fatigue. A free, confident, dashing movement must be cultivated; at the same time the arm and hand must be

kept closely and rigidly under control of the will and made to do their work properly.

5. Consonants. The twenty-four consonant letters given in the Alfabet, represent the elementary sounds of the language which require some movement or contact of the vocal organs to utter them. For the most part they are sounds which can not be heard at a distance, have not much volume or strength in their utterance, and still are to words what the bones are to the body—they form the frame-work, the skeletons of the words.

6. Three important distinctions must be observed in making the consonant letters:

SHAPE—making the letters straight, curved or hooked;

SHADING—making the letters light or heavy, and

DIRECTION—making the letters perpendicular, inclined or horizontal.

7. The difference in shading of the consonant letters and their arrangement in pairs and groups in the Alfabet, illustrate important fonetic features of the language. By pronouncing any two of the words illustrating the paired consonant sounds (except *n–ng*) it will be noticed that the movement of the vocal organs is precisely the same with both, the only difference between them being the degree of emfasis or stress with which the sounds are spoken. They are really not two sounds but varieties of the same sound. Obviously it is natural and proper that the letters which represent these paired sounds should differ to the eye as the sounds they represent differ to the ear; so the whispered sound is represented by a light-line letter, the spoken sound by a letter of the same shape and direction, but shaded to express to the eye the emfasis used in speaking the sound it represents.

8. The first six straight letters represent sounds which are abrupt, that can not be prolonged in speaking; the curved letters represent sounds which are more flexible and capable of some prolongation, while the hooked letters (except *j* and *ch*) represent unpaired, semi-vocal, consonant sounds.

9. The movement which makes the perpendicular letters is the most wasteful and difficult. In this Alfabet the least frequently occurring sounds are assigned to letters in this direction. The movements which make the inclined and horizon-

tal letters are the easier ones and the least wasteful, they being in the direction the hand must move in writing a line from left to right across the page, and in this direction will be found all the letters representing the most frequently occurring, consonant sounds. The result is an easily executed, running script which follows the line as closely as the common longhand, and has the least possible waste movement in its execution. This means for the user of the system the least labor and utmost economy in learning and writing, and, as a necessary consequence, the highest speed. In this Alfabet all the simple, elementary sounds of the language are represented by the simplest straight lines and curves, so that a single impulse of the voice is recorded by a single movement of the hand.

10. Vowels. These letters represent the sounds produced by the unobstructed voice, without movement or contact of the vocal organs. The long vowel sounds are the principal ones used in singing, speaking to a person at a distance and in prolonging or modifying the voice. The short vowels are little, forcible explosions of sound: they can not be lengthened or otherwise modified, any attempt to do this merges them into other sounds. The difthongs are composed of a long, elementary vowel sound, followed by a short one, spoken quickly and uninterruptedly together. Because of their frequency, letters, separate and distinctive in form, are used to represent the double sounds instead of using the two simple letters. In rapid conversation the long vowels merge toward if not actually into the shorter sounds, while in very slow speech the short vowels merge toward or change into the long sounds. Vowels are the elastic property of speech: they are to words what the flesh is to the body, they clothe, round out and give form and volume to them, and furnish means of distinction to the consonant skeletons, thus forming the perfect word.

11. In this system the vowels are all distinguished by form and may be joined to the consonants and to each other, so that the letters of a word are written connectedly and continuously in their natural order, as the sounds are spoken; thus avoiding the double analysis of words, once for consonants and once for vowels, and the slow accompanying process of writing them in several pieces, necessary in writing disjoined-vowel, "position" systems, if the words are fully written, as each must be to be absolutely legible by itself.

12. How to learn the Alfabet. The sound of the shorthand letter is shown by the **heavy-faced** letter or letters in the "key word" opposite such shorthand letter in the Alfabet. Carefully analyze these key words by pronóuncing them so slowly that you are able to separate and distinguish the sounds. Select the sound represented by the letter under consideration and pronounce it over and over until it is clearly understood and readily distinguished from other sounds. When you have mastered the sounds in this way, take up the letters representing them, one by one, in pairs and in groups of four and six, and write them over and over hundreds of times, if necessary, to thoroly commit them to memory. Think or speak the sound as you make the letter, so as to fix and ally together in your mind the sound, the letter representing the sound and the movement that makes the letter. Be careful to observe the SHAPE, SHADING and DIRECTION of the letters. Control your hand by your will and train it to exactness in these matters. Do not draw the letters slowly or permit pen or pencil to come to a full stop on the paper at the end of a letter. If this is done the practice degenerates into a succession of starts and stops, a very fatiguing and discouraging operation. Keep the pen moving, is the true doctrine. This is best done by the so-called "muscular movement" of the arm, the same as is used by the best longhand writers, as easy, confident and swinging a use of the hand in writing as in any other manual work, but the hand must be kept well under control lest this free movement results in making the letters too large. The use of this free movement not only gives greater ease and speed in writing but prevents "steel-pen paralysis." At the end of the straight letters, *b* and *p*, the pen should leave the paper with a slight thrust against the muscle of the arm, the recoil of which starts the next letter, a little added impulse finishes the letter and supplies the needed impetus for the second thrust and recoil, and so on. The inclined and horizontal straight letters are made with a swinging, easy motion to the right with only a slight break, no stop, of movement between them. The curved letters are small sections of an ellipse, the line being curved just enuf to distinguish it from a straight line. In making the curved letters the movement should be the same that is used by the writer of longhand when striking an oval

and making the pen follow the same oval in succeeding movements, as in making "birds-nests." If the letters are made separately, let the pen be moving when it touches the paper at the beginning of the letter, moving when it leaves the paper at the finish of the letter, continuing around the oval off the paper to the commencement of the next letter, and so on. A slight pressure as the pen goes toward the middle of the curve and a lightening of the pressure as the pen goes toward the finish, will form all the shading needed for the shaded curves. Care should be taken in forming these curved letters that the pen should touch and leave the paper at the proper time, so the direction will be such that a straight line drawn from point to point of the curve shall show the proper perpendicular, inclined or horizontal direction of the curve. The curve-movement in the direction the hands of a clock move, forms *ve*, *ef*, *ze*, *es*, *THE*, *ith*, *ma* and *el*, while the reverse movement forms *zhe*, *ish*, *THA*, *tha*, *en*, *ing*, *la*, *em* and *ya*. These two movements form all the curved letters. When practicing upon the perpendicular curves, *ve*, *ef*, *zhe* and *ish*, two or three may be joined together if desired; three are as many as can be conveniently joined together in a perpendicular direction. The inclined and horizontal curves, having the forward direction, should be joined together in an unbroken line across the page. The movement which does this is easier and more natural, the hand becomes accustomed to joining letters, as it must in writing words and frases, is more easily controlled and there is no waste movement.

13. The learner will probably find the most difficulty in making the hooked letters, for the reason that his hand being adjusted to longhand, which is coarse in comparison, there will be an instinctive feeling while the shorthand letter is being made that there is not enuf work being done to make a letter, and this feeling will take the form of making the letters too large. The mind and hand must be re-adjusted to the small amount of movement necessary to write letters and words in this way. What is saved from size and complexity of letters should be utilized, with accuracy and celerity of movement, in work that is useful. The hook of the letter should be made very small, a movement just perceptible to the most delicate touch is sufficient to form it, and the stem of the letters should be made down as near the horizontal as possible and not be

mistaken for horizontal characters. A very small hook followed by a slight curve forms the *ya*. A reciprocating movement forms the *wa*. It is best acquired by joining several of the letters together, coming back on the stem of the first to form the hook of the second. The offset to form the hook is very slight, and the hand should be held under strict control to make the stem straight. In forming the *ha*, let the first part of the hook be made with a backward (to the left) movement, parallel to the line of writing or a little inclined upward; the stem of the letter should be made straight and down near the horizontal. The best practice in learning to make the letter is to join several together, forming the hook of the second by retracing on, followed by a slightly curved offset from, the stem of the first. The movements which form the *ja* and *cha* need no explanation; a careful inspection of the forms of the letters will at once suggest the movements which most readily form them.

14. How letters are joined. *Be*, *pe*, *ga*, *ka*, *de* and *te* are doubled by making the characters twice the length of the single letters. When so doubled the first half of *be*, *pe*, *ga* and *ka* are written above the line, the second half a continuation of the character below the line The letters *ra-ra*, *wa-ra* and *ha-ra*, joined, commence on the line and are written wholly above it. When a shaded, straight consonant is to be joined to a light, straight consonant in the same direction, as *be-pe*, *ga-ka*, *de-te*, begin the character with sufficient pressure to make the required shade, gradually lessen the pressure as the movement progresses, and let the elasticity of the pen form the tapering line needed. Do not allow the pen to stop on the paper at the finish of the light stroke, but quickly raise and carry it forward to the next letter. When a light, straight letter is to be followed by a shaded, straight letter in the same direction, as *pe-be*, *ka-ga*, *te-de*, *cha-de*, let the pen be moving swiftly when it touches the paper, gradually increase the pressure to form the tapering line and finish up the shaded stroke with the pen on the paper. Where two letters, either two straight lines, a straight line and a curve, or two curves, join without an angle, no pause should be made between them; both letters should be made as one stroke and as swiftly as possible. Between straight lines that join at an angle, acute angles are easiest made, then right and lastly obtuse. Joinings between straight letters should be made at acute angles when possible,

ALFABET OF TAKIGRAFY.

CONSONANTS.

Letter.	Name.	Key Word.	Letter.	Name.	Key Word
	be	**b** as in **bib**		the	**th** as in **this**
	pe	**p** " **pip**		ith	**th** " **thin**
	ga	**g** " **gig**		em	**m** " **maim**
	ka	**k** " **kick**		en	**n** " **noon**
	de	**d** " **did**		ing	**ng** " **sing**
	te	**t** " **tat**		el	**l** " **lull**
	ve	**v** " **vivid**		ra	**r** " **roar**
	ef	**f** " **fife**		ya	**y** " **you**
	zhe	**s** " **vision**		wa	**w** " **way**
	ish	**sh** " **show**		ha	**h** " **hay**
	ze	**z** " **zigzag**		ja	**j-g** " **judge**
	es	**s** " **souse**		cha	**ch** " **church**

VOWELS.

Long.	Name.	Key Word.	Short	Name.	Key Word
	e	**e** as in **me**		i	**i-y** as in **pity**
	a	**a** " **age**		e	**e** " **beg**
	ah	**a** " **far**		a	**a, ai** " **at, air**
	oo	**o** " **do**		u	**u** " **full**
	o	**o** " **no**		u	**u** " **cut**
	au	**a** " **fall**		o	**o** " **on, or**

DIFTHONGS.

	i	**i** as in **ice**		oi	**oi** as in **oil**
	ew	**ew** " **dew**		ow	**ow** " **owl**

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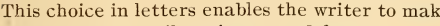
EXPLANATIONS.

The letters *THE*, *ith*, *es*, *ze*, *o* and *u* have alternate forms, as shown in cut: *THA tha es ze o u* This choice in letters enables the writer to make better joinings and more easily written word-forms.

The following letters are always made downward:

The following letters are always made from left to right:



These letters are always made upward, the hook made first·

These letters are made either upward or downward, the direction being used which will secure the better angle or joining with a preceding or following letter. Properly and skilfully used these variable and alternate letters serve to keep the writing near the line, and aid in furnishing facile joinings between letters and easily flowing outlines to words. When these letters are written downward the angle of inclination is steeper than when written upward. The hand takes this steeper direction naturally; no special drill is required to master it.

Names of letters. When speaking of a consonant letter a vowel is usually associated with it to form an easily spoken syllable-name, as shown in the Alfabet under "name." These names should not be taken for the sounds of the letters; while they contain the sound of the letter the associated vowel is, of course, no part of that sound. The sound of the vowel is used as its name also, as it is easily spoken without the assistance of any other sound.

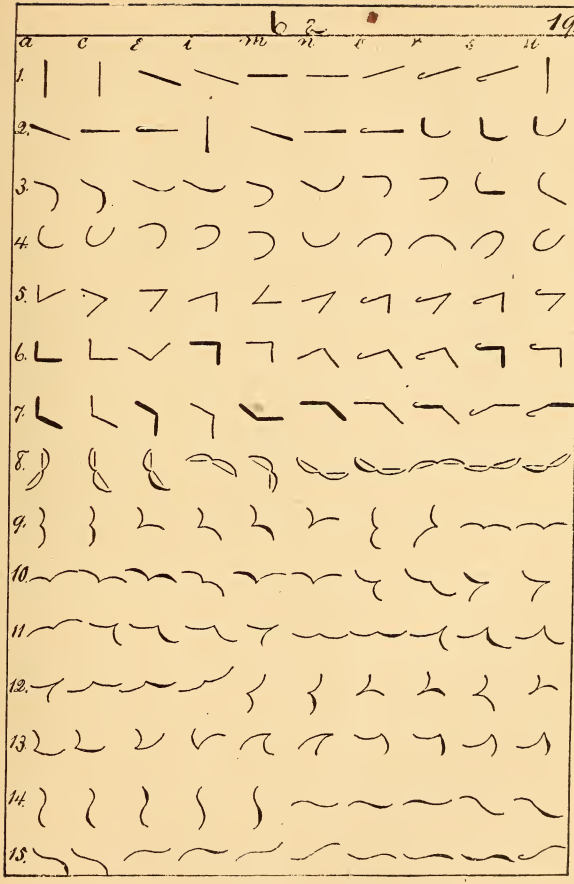
When written with the curve downward, the alternate characters for *the* and *ith* are named *THA* and *tha*, as shown above, as a means of distinguishing them from the characters when written with the curve upward, which are known by the names given in the Alfabet. For the same purpose *em*, *el* and *ar* are given these names when written downward, and are named *ma*, *la* and *ra* when written upward.

For illustrations of joinings of letters, in the order mentioned in paragraf 14, page 15, see lines one to seven of page 19. In writing, the free use of the joined vowels between consonants will relieve obtuse angles in nearly every instance, making the writing easier of execution and adding to its legibility.

There should be an angle between two curves which face the same way, the chords of which would, if joined, form an obtuse angle, as shown in line eight, opposite: but where the joining of the chords of two facing curves would form a right angle or less than a right angle, there should be no angle between the curves, they are both made with one stroke. See line four, opposite page.

Between curves the joinings are easiest made where both curves face the same way, that is, are both made with the hand moving in the same direction, as do those illustrated in lines four, and eight to twelve of opposite page. The least facile, and the least frequent, are the opposing curves, those requiring a change in the direction of the hand between them, like those illustrated in line thirteen of opposite page The opposing curves shown in lines fourteen and fifteen, having no angle between them, are as easily made as are the facing curves. By a proper use of the variable letters the skillful writer will secure facile forms in nearly every word.

15. How to spell, write and read Business Shorthand. The spelling of words in Shorthand is very easy: simply pronounce them so slowly as to separate their elementary sounds. If you can pronounce a word correctly you can spell it correctly. For exercises in spelling take up the simple, fully written words in the shorthand part of the Lessons and spell (pronounce) them as directed above, seeing and associating together the sounds and the letters which represent them. The process is so simple that a very little practice will enable you to spell correctly any word you can pronounce correctly. Pay no attention to the letters used in spelling the words in the ordinary dictionary spellings; in them the letters are used in so capricious and disorderly a way that no dependence can be placed upon them as a guide to pronunciation. Having in this simple, easy and natural way arrived at the sounds in a word, you will find in the Alfabet an appropriate letter to represent each of these plainly spoken, easily recognized, elementary sounds. Join in their proper order, as spelled, the letters representing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these sounds. already learned from the Alfabet, and the writing is done according to the principles of the simple, fully written style of the system. This is the style of the art from which children and others can most readily learn the fonetic analysis and synthesis of the language, and acquire a correct pronunciation of words, a most important educational accomplishment. The reading consists simply in speaking more quickly than in spelling, the sounds as you see them pictured by the letters in the written word. If the word is fully and properly written, the letters are a sure guide to a correct pronunciation.

Thus it will be seen that the two great difficulties in the way of an easy and rapid acquisition of the English language—the correct spelling and pronunciation of words—are entirely over come, the time and labor necessary to devote to both are reduced to a minimum, and the whole process put in so simple a form that a child can easily comprehend and master it, and that, too, in a fraction of the time now necessarily devoted to gaining an imperfect knowledge of the language in its obscure and complicated garb, as now presented, resulting in a more intimate acquaintance with the spirit of the language, a correctness in the pronunciation of words, a lightening of the burden on the memory and a great saving of time that can be devoted to other useful studies and pursuits, now beyond the student's reach in the limited time that can be given to school studies. It is the easiest, quickest and best way that a foreigner can correctly and thoroly master the language

16. How to master the Lessons. The words, frases and sentences in the Lessons are formed with much care and accuracy. First read over all the words in the Lesson; in case of doubt as to what the word is prompt yourself by reference to the key on opposite page, so as to be sure of the word and not waste time in unprofitable guessing, but first make an earnest effort to read the word without recourse to the key. Study the forms of the words, frases and sentences minutely and carefully until every part of them is fully understood and an accurate picture of them is impressed on your mind. Be sure you know just what kind of movements make each word—there is a reason why they are made as they are; think out and understand this reason why.

With pen or pencil trace the forms of the words, frases and

sentences thru a few times slowly until the movement of the hand in making them is well understood, then accelerate the movement gradually, crowding the speed to the highest point consistent with accuracy of outline, until the forms are well mastered. You will know when this point is reached, for your hand will then swiftly glide thru the forms without hesitation or conscious mental or fysical effort.

Do not allow yourself to form the bad habit of drawing the words or writing them slowly, except at first, as directed above, but accustom yourself from the first to writing the words, frases and sentences with the utmost swiftness of which you are capable. Get upon the upper plain of swift movement as soon as possible and keep there. Keep constantly in view the fact that you must write swiftly, like a flash, to make the highest success with Shorthand for business purposes. This you are aided to the fullest extent in doing by being provided in the Lessons and Exercises with the most facile forms for the writing you are to do, and seeing constantly before you just how they are to be written, so there need be no experimenting, hesitating or writing words, frases and sentences in different or erroneous ways.

While you are drilling upon the words in the Lessons, which show you what to do and how to do it, the theory upon which the art is based and its application to the words under consideration should be carefully studied and understood, so that other words, involving similar principles in their construction, not given in the Lessons, may be written from analogy. This theory is simplicity itself—the representation of the elementary sounds of the language by the simplest appropriate lines, joined together in the order the sounds are spoken, to form the words. There is nothing obscure or difficult in the study, but considerable drill is necessary to train the fingers to form and join the characters easily and swiftly and give the writer that complete confidence in himself which will enable him to do his best. This absolute confidence in self and control of the hand can only be acquired by persistent drill under intelligent and forceful exercise of the will until the mind is educated and convinced of its power to execute.

Practice upon the words in a Lesson until you can write them easily as fast as fifty in a minute, then, with the Lesson before you, so you can see the forms of the words as they are

spoken, have them dictated to you for additional practice. The dictator should pronounce each word or frase three or more times to accommodate those who write at different rates of speed, if dictating to a class, and to more thoroly fix the word and frase forms in the mind of the learner. The dictation should be done a little faster than the writer can easily write, so there shall be a constant incentive to faster writing. During this dictation, as well as at other times, the student's mind should be actively and energetically concentrated upon mastering and committing the principles of writing and abbreviation, as well as the forms of the words illustrating them, so that as soon as possible the words, frases and sentences may be correctly written without the aid of the book.

In this way all the processes employed in the mastery of Shorthand—the training of the ear to catch the words, the association of the sounds with the letters which represent them, the fixing of correct forms in the mind, the elimination of hesitancy by having the forms before the learner, accuracy and uniformity in the training of the hand, and speed of movement—are carried along simultaneously; the ear, eye and hand are trained to work harmoniously and in unison—the word-path thru the ears to and off the fingers is cleared of obstructions in the most thoro and expeditious manner.

The Lessons should be reviewed and practiced upon until they can be written thru easily at the rate of a hundred words to the minute, and the Writing and Reading Exercises until they can be written at one hundred and twenty, and upward. There is practically no limit to the speed that may be acquired by practice except that of adaptation of the writer to accurate and swift movement. Of course speed will vary with different persons, and with the same person at different times, but all can reach workable efficiency if industrious and persevering.

In most cases only root words could be given in the Lessons. After the Lesson has been mastered, the practice may be varied by dictating derivatives, allied and compound words. This excellent practice will give the learner skill in applying the principles of writing, enlarge his working vocabulary and cultivate promptness and self-reliance.

17. No lines are used either in the Lessons or the Writing and Reading Exercises, as the writing is just as legible with-

out them. However, it is better for the sake of regularity in writing, as in longhand, that it should be done with reference to a line, either real or imaginary. Let the first perpendicular or inclined consonant in a word rest on the line, the other letters before or after it falling into their proper positions with reference to this controlling letter. An examination of the matter on the shorthand pages will show the practice in this regard.

18. Frases. The object of language is to convey ideas from one to another. If the instruction in this book stopped with showing how words are written it would fall short of the full purpose intended, as the dictionary falls short of being literature. The Writing and Reading Exercises show how the words introduced are used in frases and sentences to convey intelligence to another

It is only while the pen or pencil is moving on the paper that it is doing anything which can be read. Liftings of the pen or pencil, waste movements which consume time and effort and produce nothing which can be read, should be reduced to the least possible number, in the interests of speed and to save work.

As we associate and join together sounds to form syllables, and syllables to form words, so we can properly extend this association in writing as we do in speaking, by joining together words that are intimately associated in sense, into what we call frases. These frases should be composed only of words that are spoken together as the syllables of a word are spoken, with no pause of any kind between them, and the forms of which join readily and easily with each other.

When words are written separately there is a waste stroke to each word, between it and the word following. If words average two strokes apiece and the pen is raised from the paper after each to go to the next word, then one third of the writing time and effort is wasted; if written in frases there is no waste stroke between words, the labor of writing is lessened and more fully utilized.

The writing should indicate as closely as possible the manner of speaking. If words are written separately, with a waste stroke between them, it has the same effect upon the eye of the reader as there is upon the ear of the listener if the same frase or sentence is spoken with a pause between the words.

This is not the natural manner of speaking: allied words are spoken together continuously as the syllables of a word are spoken. One does not speak the frase, "Why do you?" separating the words, any more than he would separate the syllables of the word "con tin ue;" but speaks both uninterrutedly. In Shorthand the writing should indicate this manner of speaking by joining together continuously into a frase the forms of the allied words, where practicable. Care should be taken, however, not to go to the extreme and try to join into frases words not associated in sense, or which have pauses between them, or the forms of which do not join easily and readily together. Except under especially favorable conditions, two or three words are enuf to join into a frase, particularly by a beginner.

There is no more danger of difficulty in reading matter that is properly frased, as soon as one becomes accustomed to it, than there is in being able to understand a person when he speaks in this natural and ordinary way; indeed it is easier, for it brings the writing and manner of speaking into harmony, each showing the peculiarities of the other. The ease and rapidity of the writing, as well as the reading, are both greatly enhanced by proper frasing.

A few specially shortened frases are given at the beginning of each Writing and Reading Exercise. They are to be practiced upon and mastered the same as are the word-signs. The common frases made by simply joining associated words together without shortening of form, will be found scattered thruout the Writing and Reading Exercises, where they will be readily understood and mastered without special drill. The ability to recognize and form new combinations and frases as one writes is a valuable accomplishment and should be cultivated.

19. Brevity of words. The forms given for words and frases are brief enuf for about any work a writer will be called upon to do, and at the same time sufficiently definite to be promptly and certainly read, not only by the writer but by others familiar with the system. To reach the best results for yourself, for others and for the art that serves you, it is essential that correctness and uniformity of writing should be strictly adhered to. The writing that the writer only can read is of the least usefulness; the greatest usefulness is reached when the

writing is done so that all can read it. The one is merely a collection of crude and arbitrary marks for a narrow, selfish and temporary purpose, which from its very nature can serve but poorly a small number; the other is a broad, comprehensive, educational and useful system to supply perfectly all the writing requirements of all the people It should be your pride and pleasure, as well as your recognized duty, to aid in bringing about the highest development and widest usefulness of the system of writing that serves you so well. To this end be exact and write your words and frases as given in the Lessons and Exercises, and extend the usefulness of the system by commending it to others.

Special cases will arise wherein a frequently occurring word or frase in a particular kind or piece of work may be further shortened. Because of its frequency the fuller form would be too burdensome, and because of its frequency the more abbreviated form would be readily read; but these cases should be treated as exceptional and the writing generally be done as it is shown in the Lessons.

20. Test your knowledge of the principles by writing out in Shorthand the Lessons from the key on opposite page, without referring to the engraved forms of the words; then compare your forms with those in the shorthand part of the Lesson and where you find you have written a word or frase incorrectly, practice upon the correct form until mastered. Frequent test reviews of this kind, conscientiously done, will soon eliminate all incorrect word and frase forms from the writing of painstaking students.

21. The grouping of the words and frases, illustrating the principles of writing and abbreviation, make these Lessons of peculiar value as dictation drills for fixing these principles in mind, much superior to miscellaneous matter, tho it may not be as interesting, because of the repetition of such principles in the words and frases. Their practice should, therefore, constitute the greater part of the daily drill of the student until these principles are well fixed in the mind. We wish to emfasize the point that these Lessons and Exercises can not be practiced upon too much by those who would excel. Intelligent, energetic, accurate, persistent practice, *practice*, PRACTICE, is the secret of success in Shorthand, as in everything else; you need not look with any confidence for any sat

isfactory degree of efficiency without this thoro drill.

22. The Writing and Reading Exercises supplement the Lessons and complete the instruction by showing how the words shown in the Lessons, and others similarly written, are used in frases and sentences to convey intelligence to another, the object of written language. They are also intended as a test of the student's thoroness in the mastery of the preceding Lesson or Lessons. They contain no words or frases not already introduced, or which may not be written by the principles of writing or abbreviation previously given. If the student can not read these Exercises readily, it means that the previous Lessons have not been well mastered and they should be reviewed until this difficulty is overcome.

23. When instruction is given orally, these Writing and Reading Exercises should be transcribed with a pen or on a writing machine by the student, and be criticized and corrected by the teacher before dictation.

24. When instruction is given by mail, after the Lesson has been well mastered, the Writing and Reading Exercise should be written out, the Shorthand, and longhand or machine-made transcript, on alternate lines, with one or two blank lines following each pair of Shorthand and longhand lines, and be sent to the teacher for criticisms and corrections.

25. How to find words. The words and frases in the Lessons and Exercises are arranged in groups illustrating the different principles of writing and abbreviation which apply in them. These principles may be located by reference to the table of Contents. If two or more principles apply in a given word, the word will be found in the group illustrating the last principle applying in the word or frase; but the thoro student will so completely master the Lessons that the form and location of every word and frase will be known.

26. For convenience of reference the words in the Lessons are arranged in numbered lines and lettered columns: thus, **4–a,** will be understood to refer to the first word of line four, while **5–a** to **6–u,** will be understood as referring to all the words given between the individual words so designated. The lines of the Writing and Reading Exercises are also numbered for convenience of reference.

LESSON 1.

EXPLANATION OF PRINCIPLES.

1. This Lesson shows you how to write words of a single consonant followed by a single vowel sound. Note that altho in the common spellings of these words there may be several letters in each, there are but two sounds, and, as in this method of writing the sounds only are represented, but two letters are used to write each word.

2. The letter *e* may be turned in the direction the hands of a clock move far enuf to make an easy joining with the preceding consonant, as you will see by a careful study of the words **1**-**a** to **r**. Write *l* downward before *e*, **1**-**r**.

3. **1**-**s**, **3**-**a**, **10**-**a**, **11**-**m**—The shading of these vowels implies a preceding *h*.

4. **1**-**u** to **3**-**e**—*A* does not vary, but has its opening invariably toward the right, as shown. It makes the joining of *a* with *la*, *ra*, *wa*, *ya* and *wha* easier if they are made with but a slight inclination; if made steep it throws the *a* around into *ah*.

5. The words *whey*, **3**-**c**, and *whoa*, **5**-**n**, begin with the consonant difthong spelled *wh* but pronounced *hw*. The *h* is expressed by slightly shading the hook of the *w*, in analogy with the shading of vowels to imply a preceding *h*. A slight pressure at the beginning of the hook is sufficient to make the shade.

6. **3**-**i**—Note that *ah* forms a hook on the end of *p*, thus enabling the writer to fully express the word with one stroke.

7. **4**-**r** to **5**-**n**—Note that the vowel *o* is struck in its inclined direction, and **5**-**o** to **6**-**c** the same vowel is struck in its perpendicular direction. This slight change in the direction of the vowel is made to facilitate joinings.

8. Note that to obtain sharp angles *au* may be struck either upward, **6**-**e**, or downward, **6**-**i** to **7**-**m**.

9. The distinguishing characteristics of the diamond-pointed letters, *i*, *ew*, *oi* and *ow*, are the points and the directions of the points; these must be made definite and preserved. The strokes of which the letters are formed may be made either straight or curved, to facilitate joining with the consonant to which it is attached. Compare the words carefully and note the modification mentioned, **7**-**n** to **11**-**m**.

10. **11**–**n** to **12**–**u**—These words are of such frequent occurrence, scarcely a sentence being written without the use of one or more of them, that it would be burdensome to write the whole word, and because they are so frequent they are readily recognized and read if shortened. The words **11**–**n** to **12**–**m** are represented by the consonant letter alone, the vowel being omitted. **12**–**n**—*N* and the last stroke of *ow*, slightly shaded are used for *now*; *and* is represented by *n* made half-length and shaded, **12**–**o**; *the* is represented by a light, short tick, either horizontal or perpendicular to facilitate joining to the word after or before it; it should be so joined wherever practicable, **12**–**r**; the *i* with the first stroke shaded is used for the word *high*, under the principle of shading a vowel to imply a preceding *h*, and also as a special word-sign for *why*, **12**–**s**, and *e*, unshaded, is used for *ye* and also for *you* by some writers, **12**–**u**.

11. Long familiarity with the appearance of words on the printed page where all are separated, may have so obscured the learner's perception of the close association which exists between certain words in a sentence, that when presented to the eye on the printed page, in their natural groupings into frases, it is, at first, difficult for him to recognize the combinations and become accustomed to the new and natural way of writing and reading. To remove this difficulty and aid the learner to recognize these combinations, there are given below the first two lines of Writing and Reading Exercise 1, indicating by the corresponding common letters the shorthand characters employed in writing the words, and the association of the words into frases by connecting such words with a hyfen between them.

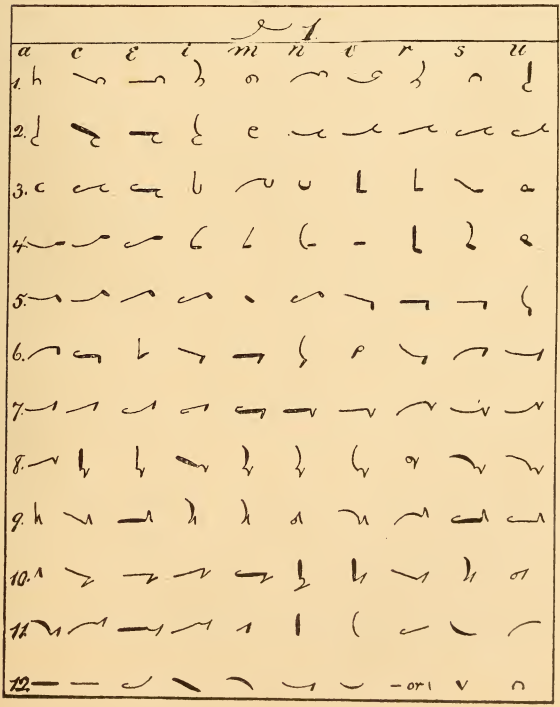
1. Hwy-d-y sa-so? Hwy-d-y d-so? Hwy-d-y-g now? Hwy-d-y les the-nu hous?
2. B-the-wa d-y-no how t ho the-ro I-sho-y? Pa-da. G nd se the-nu las boz.

KEY TO LESSON 1.

Words in parenthesis are written and pronounced the same as the one immediately preceding.

1. Pea key (quay) tea fee see (sea) me knee lea (lee) he bay.
2. Pay gay day Shay say nay (neigh) lay ray way (weigh) yea.
3. Hay whey jay pa ma ha boo pooh coo Sioux (sou).
4. New (knew) lieu (loo) woo moo rue shoe (shoo) who bow (beau) foe so (sow sew).

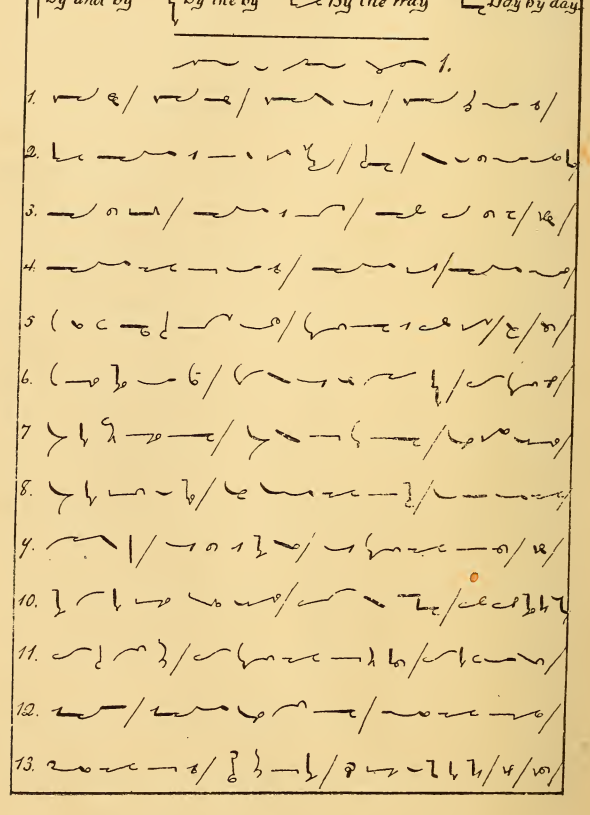
5. No (know) low row (roe) woe owe (O! oh hoe) whoa Coe (Co.) doe (dough) toe (tow) show (shew).
6. Mow (Moe) Joe paw caw daw Shaw saw thaw maw gnaw.
7. Law raw yaw haw (haugh) jaw die (dye) tie my nigh (Nye) lie (lye ley).
8. Rye (wry) by (buy bye) pie guy vie fie shy sigh thy thigh.
9. Pew cue dew (due) view few sue thew mew Jew chew.
10. Hew (hue) coy toy Roy joy boy bow (bough) cow vow sow.
11. Thou mow Dow row how be she we they may.
12. Do to (too two) you go though now and the high (why) ye.



2.

By and by | By the by | By the way | Day by day

1.



LESSON 2.

EXPLANATION OF PRINCIPLES.

1. This Lesson shows how to write words commencing with a vowel followed by a consonant, and how plurals of nouns, present tenses of verbs and endings of some other words, are formed by the addition of a circle for *s* and *z* to a preceding letter.

2. Attention is called to this law of the language: Two spoken sounds, like *dz* in *adds* or *bd* in *ebbed*, and two whispered sounds, like *ks* in *oaks* or *pt* in *apt*, are spoken easily together; but the difficulty in pronouncing a whispered sound after a spoken consonant or a spoken sound after a whispered consonant is so great that they are not so used.

3. Advantage is taken of this law to use the circle for both *z* and *s*; the circle reading *z* on the end of shaded consonants, representing spoken sounds, and of *m*, which, tho represented by a light letter, is a spoken sound, and *s* on the end of light consonants which represent whispered sounds.

4. *N*, *l* and *r* are sounds which may be followed by both whispered and spoken consonant sounds: so the circle may read either *z* or *s* on the ends of these letters. Which it is, is usually plainly indicated by the nature of the composition, as is the case in the common use of *s* for *z* in the ordinary spellings. If greater exactness is required the circle may be shaded for *z*, leaving it light for *s*, or the full-stroke, alfabetic letter may be used. Usually no distinction is made and no trouble arises in reading.

5. With the exception of the *n*, *l* and *r*, mentioned above, when a spoken consonant is followed by a whispered one, or a whispered by a spoken consonant, a vowel must be spoken between them, the pronunciation of which makes the necessary change and adjustment of the vocal organs for the production of the next consonant sound, as in the word *ashes*, **4**–**u**.

6. There must be an angle between a vowel and a following consonant. If the vowel will not so form an easily made joining at an angle it must, if written, be disjoined.

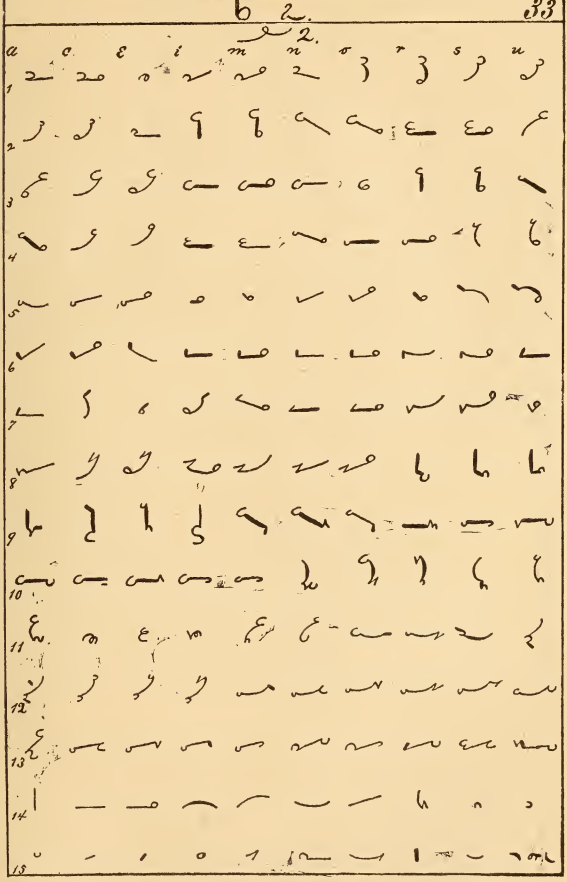
7. Note that *o* may be written upward before *n* in *own*, **6**–**r**.

8. **8**–**r** to **13**–**u** show how to write a class of words in which two or three vowels occur with one consonant, the vowels joining with each other as readily as with consonants, when required. In **9**–**s** and a number of words after, a final *i*-*y* (*i*-short) is expressed by means of a small hook on the under side of a preceding consonant. In **11**–**c**–**e**–**i** the circle is used for *z* and *s* between vowels. Care should be taken to make these characters small, exact and neatly, and at the same time preserve the distinctions of shape and size.

9. From **14**–**a** to the end of the Lesson are given frequent words that are shortened: their peculiarities should be noted and observed in practice, especially the half-length *b*, *n* and *th*, **15**–**r**–**s**–**u**, which are used for *but*, *not* and *that*. These words are introduced here for convenience in making sentences in the Writing and Reading Exercises.

KEY TO LESSON 2.

1. Eat eats ease ear ears eke eve eaves (Eve's) eel eels.
2. Ill ills itch Abe Abe's ache aches age ages aim.
3. Aims (Ames) ail (ale) ails (ales) aid aids ate (eight) ace (a's) ebb ebbs egg.
4. Eggs ell ells (else) edge etch ax add adds (adz) ash ashes.
5. An (Ann) air (heir) airs (heirs) ooze (whose) us err errs O's (oh's owes) oath oaths.
6. Ore (oar o'er) ores (oars) oak ode (owed) odes oat oats own owns awed.
7. Ought (aught) off awes awls (all's) ox odd odds isle (aisle I'll) isles (aisles) ice (eyes ayes).
8. Ire oil oils ounce owl our (hour) ours (hours) boa bowie buoy.
9. Bayou obey abbey (abbe Abbie) payee ago ague echo dewy (Dewey) Addie Ida.
10. Ada ado adieu eighty Ettie via avow ivy showy ashy.
11. Asia easy essay icy Amy Emma anew annoy owing Leo.
12. Olio illy alley (Allie) oily aloe allay ally alloy allow Ella.
13. Area array awry arrow airy era Erie aura away iota.
14. Up it its is am on or (are) issue if in.
15. At of all as out each any but not that.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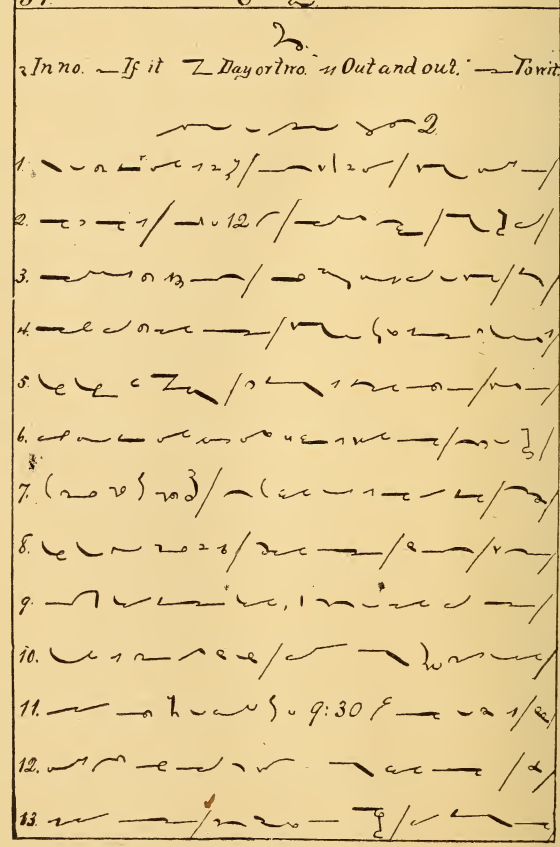
2.

2 In no. — If it — Day or Inc. — Out and out. — To wit



LESSON 3.

EXPLANATION OF PRINCIPLES.

1. In this and following Lessons the specially shortened words are given first; they should be drilled upon until thoroly mastered. Note that the hooks are made large on the end of *b*, **1–e**, and *g*, **1–n**.

2. The words **3–a** to **8–n** show how *e* long, as in *feel*, is written in its full, alfabetic form between consonants. It is made large and may be turned in the direction the hands of a clock move far enuf to make the easiest joinings with the consonant letters. From some of the commonest words the vowel may be omitted. The words are usually legible without the vowel, when in a sentence, and it need not be written unless the student distrusts his ability to read readily, in such cases it should be written, even if disjoined, as writing is worthless unless it can be certainly read.

3. In **5–i, 7–u, 8–a** and **12–s–u** the shaded vowel implies a preceding *h*.

4. In the words **8–o** to **10–u** the direction of the preceding consonant is such that the vowel is written in the form of a large hook on the under side of it, thus enabling the writer to fully express both consonant and vowel with one stroke.

5. The words **11–a** to **13–c** show how *i* short, as in *big*, is written in its full, alfabetic form between consonants. This vowel should be made small and light; the difference between it and the *e*, above, is in size, the same rules govern the writing of both.

6. In the words **13–e** and following, to the end of the Lesson, this vowel is written in the form of a small hook on the under side of a preceding consonant. It will be noticed that in *fish*, and *film*, **13–r–s**, and in *ambitious*, **14–n**, the vowel hook turns so that the opening is upward; but it is the direction in which the vowel is written which determines its character and this is shown by the direction of the preceding consonant, which is fixed.

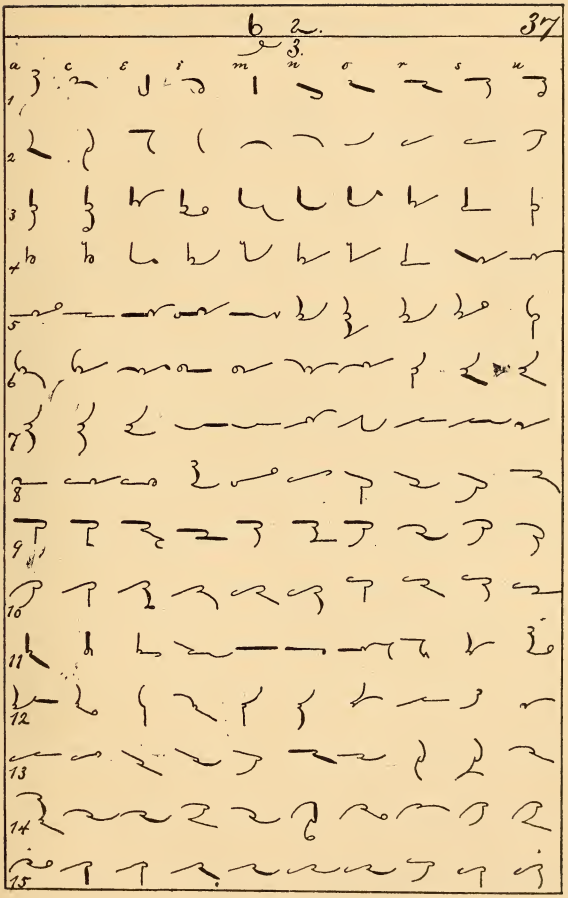
7. When vowels are written they should be joined to the consonants if practicable. There are some cases wherein they will not join easily, and still it is desirable that they should be

written, even if disjoined. In such cases the disjoined vowel should be placed beside and near the end of the consonant in the syllable to which it belongs; for instance, in the word *bone* the disjoined *o* is written above and near the end of the *n*, while in *bo-nus* the *o* is written to the right of and beside the *b*. This aids the reader by enabling him to see the syllabic division of such words. Disjoined vowels are written to the left of perpendicular and inclined and above horizontal consonants when they are to be read before such consonants, and to the right of perpendicular and inclined and below horizontal consonants when to be read after them. This explanation with the examples in this and following Lessons will make the matter plain

8. It will be noticed that sometimes the same shorthand character is used for more than one word. The words of this class are short, very frequent, require a brief sign to represent them, and usually being different parts of speech, are used so differently in a sentence that no trouble arises from this source.

KEY TO LESSON 3.

1. Evening either believe (belief before) this (these) been give ignorant dignity different difference.
2. Figure finish deficient wish his thing (think) will with which silver.
3. Beef beeves beam beans beneath being below beer (bier) beech (beach) peep.
4. Piece (peace peas) appease piano peel (peal) appeal peer (pier) appear peach (pitch) gear team (teem).
5. Tiers (tears tierce) teach deem adhere deny veal fever feel fears (fierce) sheep.
6. Sheath sheer (shear) zero seed (cede) seer (sear sere cere) theme mere leap league leak (leek).
7. Leave (lieve) leaf (lief) lean (lien) need (knead) neat ream repeal reach region here (hear).
8. Heat cheer cheese even arrears weary keep keen (Keene) keel teeth.
9. Deep depot decay deed deaf defeat deal seeing seal (ceil) thief.
10. Meal reap review wreath week (weak) weave cheap cheek chief cheat.
11. Big busy pity kitchen did ditto diminish tissue vim evince.
12. Village fix ship thick lip live limb (limn) rich hill him.
13. Witch within kick king kill dig tin fish film sick.
14. Civic sin sing silk thin ambitious mix miss mill milk.
15. Mince rib rip rig ring (wring) win wing chill whip whiff.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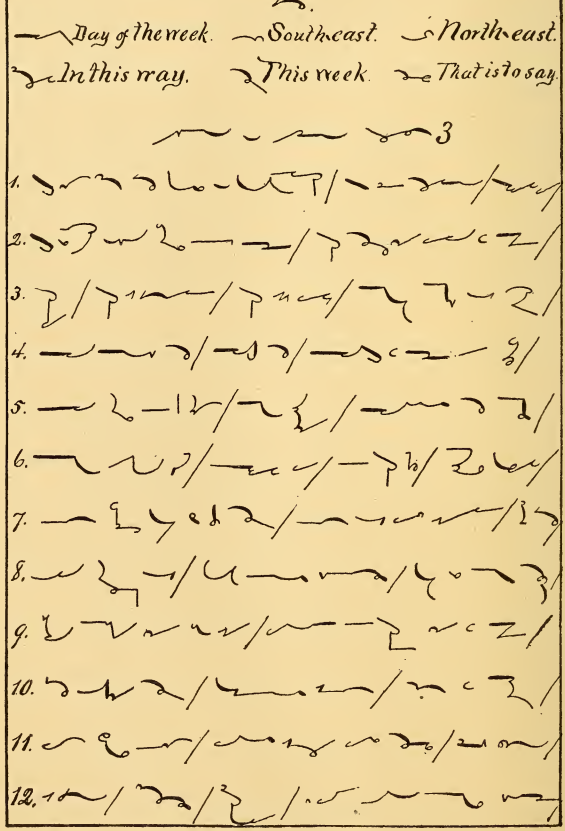
2.

Day of the week. South-east. North-east.

In this way. This week. That is to say.

3



LESSON 4.

EXPLANATION OF PRINCIPLES.

1. The words **3**-**e** to **10**-**m** show how *a*, as in *game*, is written between consonants. It is made large and light; where shaded a preceding *h* is implied. It does not turn or vary in direction, its opening being invariably to the right. Before *d* and *t* the lower part of the curve may be slightly raised to make the necessary joining angle.

2. The words **10**-**n** and following, to the end of the Lesson, show how *e* short, as in *pen*, is written between consonants. This vowel should be made small and light; the difference between it and *a*, above, is in size, the same rules govern the use of both. Where shaded a preceding *h* is implied. This vowel being short, quickly spoken and comparatively unimportant in reading, is not usually written except when it begins the word, or is the main or accented vowel in short or infrequent words. The spoken names of *f*, *s*, *m*, *n* and *l*, being the same as the first syllables of words commencing with *ef*, *es*, *em*, *en* and *el*, this vowel is not usually written before those letters at the beginning of a word.

3. In your practice drills you need not write the vowels that are shown disjoined in the Lessons. In some cases they are disjoined where they could be easily joined; this is because the word is so frequent that the experienced writer and reader can safely use the words in this way. Where the vowels are joined in the word-outline the words are not so frequent or the insertion of the vowel makes a more easily written word-form by furnishing a better joining, and it is better to write the vowel as shown in the Lessons. Beginners will also find it to their advantage to use vowels quite freely; it takes but the infinitesimal part of a second to write one and if written it may save several minutes of study over an unvocalized outline, or the misreading of a word when you come to read.

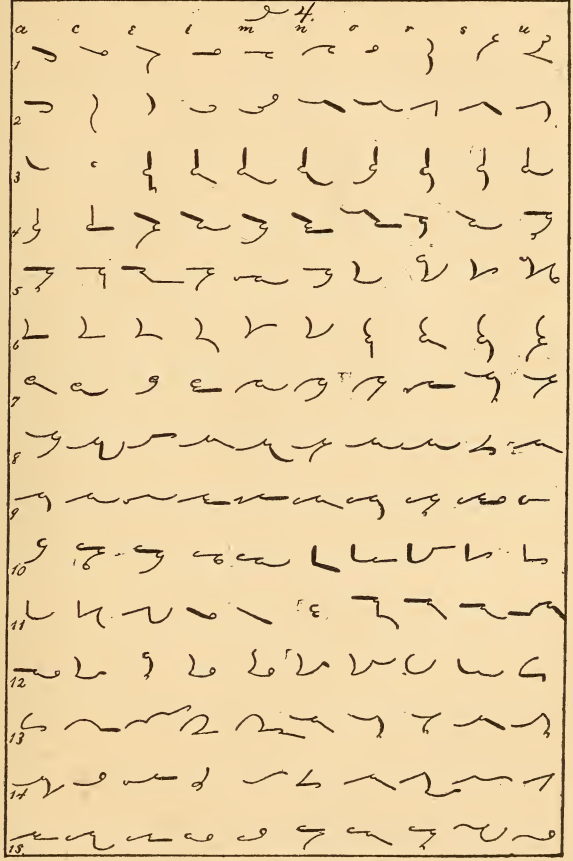
You must strive to become a ready and accurate reader, and to become this use vowels freely at first and as long as you see that you need them to aid you in reading. Keep your writing legible by all means.

4. Because now the common letters are more significant to

you than your shorthand characters, when trying to decifer a shorthand word which seems obscure, it will often aid you in reading if you will substitute the common letters for the corresponding shorthand characters by writing them on a slip of paper. With the word before you spelled out in both kinds of letters it will probably occur to you at once. As you become more familiar with the shorthand characters, their combinations and their greater significance, they will become to you much more expressive and suggestive than are the common letters. This substitution is illustrated on page 28.

KEY TO LESSON 4.

1. Gave case came (became) days take make always favor America electricity.
2. Defendant efficient very never nevertheless neglect length represent regular reverend (Rev.)
3. Them head baby bake bacon bathe bail (bale) behave pave pain (pane).
4. Pail (pale) page game gain gale gauge (gage) engage cave cane (Cain) daily (Daley).
5. Dairy tape dictate tame attain tail (tale) vain (vane vein) avail vary avaricious.
6. Fade fate (fete) face faith fame fail shape shake shave shame.
7. Sake saying sale (sail) sage main (Maine mane) mail (male) mayor image navy name.
8. Nail label lady lake lathe lame lane (lain) laying lazy rake.
9. Rave rain (rein reign) arraign rage outrage wake wave (waive) wary wages hate.
10. Hail (hale) James jail chase chain beg bench belt berry (bury) petty.
11. Pen perish repel guess keg ahead depth deck death demagogue.
12. Dense venue heavy fence offense fellow (felloe) felon shell then meadow.
13. Empty method memory melt emphatic neck envy enemy leg levy (levee).
14. Lever less allege lessee elm ready reck (wreck) revenue erroneous error.
15. Retch (wretch) weapon wedge hence yes gem check (cheque) cherry essential essence.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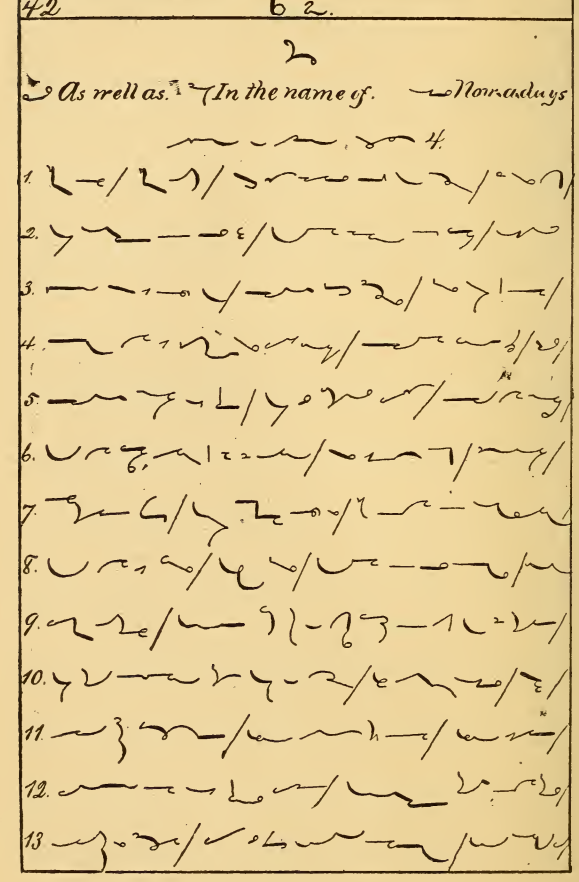
2

As well as. In the name of. Nowadays



LESSON 5.

EXPLANATION OF PRINCIPLES.

1. The words **3**–**c** to **4**–**m** show how the long vowel *a*, as in *farm*, the large semicircle with the opening upward, is written, in its full, alfabetic form, between consonants, and in the words **4**–**n** to **6**–**a** the same vowel is shown written in the form of a large hook on the end of a preceding consonant. In both cases the vowel should be turned in the direction contrary to the movement of the hands of a clock far enuf to secure a good angle between it and the consonants with which it joins.

2. The words **6**–**c** to **13**–**s** show how the short vowel *a*, as in *cap*, the small semicircle with the opening upward, is written in its full, alfabetic form, between consonants, and the words **13**–**u** to **15**–**u** show how the same vowel is written in the form of a small hook on the end of a preceding consonant. The same rules govern the writing of this vowel that apply to the *ah*, above, the difference between them is in size. It will be noticed that in *lamp*, **15**–**u**, the vowel appears inverted, but the direction of the *l*, being fixed, shows the direction in which the vowel is struck, and the direction in which it is written determines its character.

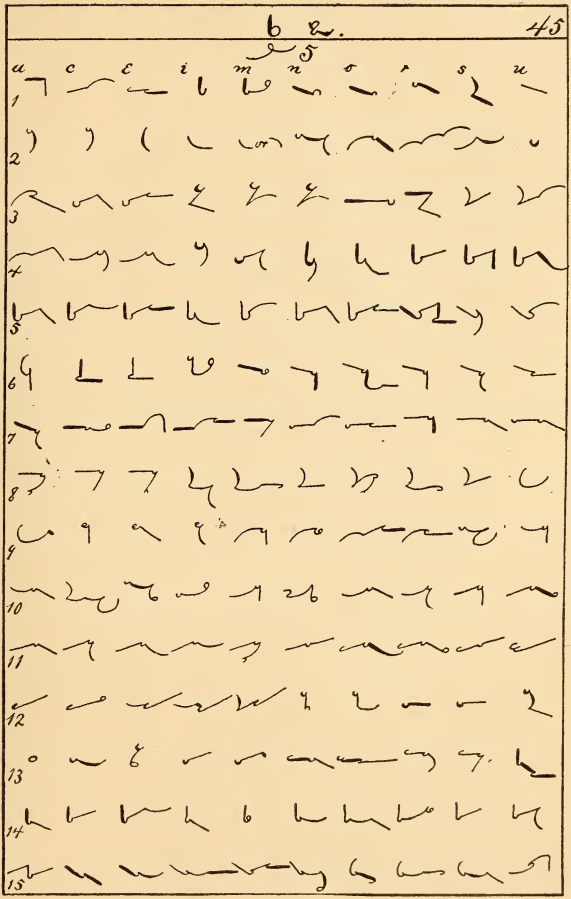
3. To be able to write fast you must study and practice the utmost economy of movement. You must make your characters small, accurately and neatly. Write the words close together, and where words are frequently associated together in sense and the word-forms join easily, connect them in frases: then practice upon these words, frases and sentences until your hand will form them easily and without a particle of hesitation. You can easily double your work by making your characters too large, by bad joinings, long spaces between words and neglect to form frases. Learn to be a critic of your own work and exercise the office with a severe and unrelenting vigor. Let every piece of practice or work you do be the best you can execute—mark your highest attainment in the art.

4. Cultivate a complete confidence in yourself and your ability to do whatever you undertake, and work to succeed. Do

not be discouraged at trifling difficulties, or any difficulty. Discouragement never succeds; "I can't" always fails; "I can" always succeeds and does everything there is done. There is a reason for every lack of success; study out this reason, remove the difficulty, persevere and you can not fail to win the object sought. Keep constantly before you the fact that if you stop short of success you lose all you have done; if you persevere and win, nothing is lost, you and your work will receive vindication and reward.

KEY TO LESSON 5.

1. Department remark charge bank balance guarantee guaranty agriculture vagabond can (country).
2. Average (avenue) affidavit advantage thank there (their) anguish magazine memorandum language have.
3. Mechanic arc (ark) arch hark arm harm data dark far farm.
4. Mark laugh lath half harsh behalf bath bar barb bargain.
5. Bark barn barge path palm park parch garbage calf calm.
6. Sharp badge patch apples gas cab cabinet cap cash catch.
7. Gash dance damp damage dare atom attach tab tack attack.
8. Tally tare (tear) tarry vanish vanity fat family fancy fair (fare) shall.
9. Shallow sap sack (sac) sash map mass marriage match animal nap (Knapp).
10. Knack financial anxious alas lap elapse lack (lac) lash rap (wrap) rags.
11. Rack (wrack) rash wrath ran rally rare wagon wax ware (wear) aware.
12. Where whereas anywhere nowhere everywhere happy happen had hat havoc.
13. Has hang hams hair (hare) harrow jack agitate chaff chair baggage.
14. Back bare (bear) barren pack pass pan panic palace pare (pear pair) parish.
15. Repair gag gang candid carriage canvas (canvass) shaggy shanty shank lamp.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LESSON 6.

EXPLANATION OF PRINCIPLES.

1. The words **2**–**u** to **7**–**i** illustrate the manner in which the shaded dash vowel, *o* long, as in *home*, is written in its inclined direction between consonants, and **7**–**m** to **8**–**u** show how the same vowel is written in its perpendicular direction between consonants. This slight change in the direction of the vowel is made to facilitate joining, the same as are the variations of the semicircular vowels already illustrated and explained.

2. The words **9**–**a** to **15**–**c** show the light dash vowel, *u* short as in *cup*, written in its inclined direction between consonants, and **15**–**e** to **u** show the same vowel written in its perpendicular direction between consonants. The same rules govern the use of this letter that apply to the *o*, above, the distinction between them being in the shading. Most of the words given are of so frequent occurrence that the vowels are usually omitted by experienced writers.

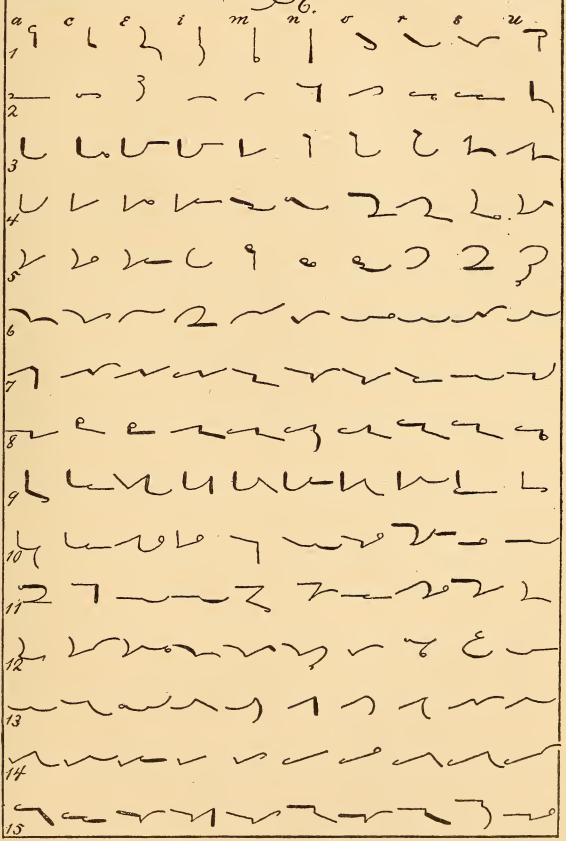
3. From the words **3**–**n**, **6**–**n**, **12**–**o** and **14**–**i**–**m**, *h* is omitted, the word commencing with the vowel immediately after the *h*.

4. Make frequent and thoro reviews, always aiming and working industriously and energetically for greater perfection of form and higher speed. Your main if not sole reliance for increased speed must be upon a more rapid manipulation, rather than upon a further shortening of word and frase forms. This celerity of movement can be gained only thru such perfect familiarity with the word and frase forms that they can be struck with the utmost confidence and quickness, all of which is the result of much diligent and persistent practice from dictation, especially of classes of words and frases which fix principles in the mind. Write your words and frases with a reasonable degree of brevity, so as not to endanger legibility, use facile, easily made forms and STICK TO THEM. Don't change. Frequent changes in word and frase forms are fatal to a high rate of speed. No one can write rapidly while constantly experimenting with and changing the word and frase forms used. A long and even awkward form, well mastered and constantly used will be much more readily and quickly written than a shorter form imperfectly mastered, as word and frase forms necessarily are so long as the writer keeps in the experimental stage.

5. The briefer the forms you use the more illegible will be your writing; for the less of a word you write the more of it you must remember, if you would read it. When your memory becomes dim or overburdened by the number of arbitrarily abbreviated word-forms you try to use, you will have difficulty in recalling them; your ability to read will depend upon your fleeting and uncertain memory of the multitude of little fragmentary characters you have made, and your skill in constructing the proper sentences from them. The more of a word you write the surer you are to read it certainly and promptly at any time. There is no escape from the truth of these statements. "Briefest, best and most legible" contains a contradiction in terms. Do not be deceived by the assertion, so common and seductive, yet so utterly false and mischievous.

KEY TO LESSON 6.

1. Above pork fourth (forth) perfect purpose public (publish) govern begun (gun) come (become) deponent.
2. Eternity attorney enough such much number (No.) refer purchase church both.
3. Bone bonus bold (bowled) bolt bore (boar) hope (ope) open ocean oppose repose.
4. Pole (poll) pour (pore) porous porch going agony devote revoke folks folio.
5. Four (fore) force (fours) forge shown (shone) soap sows (sews) sowing (sewing) soul (sole) sold (souled) solely.
6. Those theory moan (mown) mold (mould) more (mower) home notice known loam loan (lone).
7. Robe roam (Rome) roar wore coke comb core (corps) coach tone toll.
8. Tore soak sowed (sewed) rogue woke wove yoke joke choke chose.
9. Buggy bunch carbon bulb bulk bulge birth (berth) burn (Bern) budget putty.
10. Punish punch repulse purse (purrs) cup cunning coerce divulge does done (dun).
11. Adult tub ton (tun) tongue turkey term touch reverse defer fuss.
12. Funny firm furnace thus thorough thoroughly hum animus among unto.
13. None (nun) nothing annul luck love rub rough (ruff) rush rum run.
14. Earth earn (urn) urge her hurry were worse work worth worm.
15. Jug judge gum curb curry duck dumb tug tough terse.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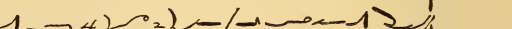
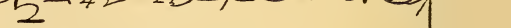
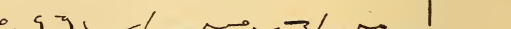
4. 

5. 

6. 

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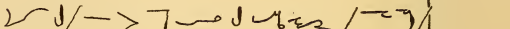
11. 

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LESSON 7.

EXPLANATION OF PRINCIPLES.

1. The words **4**–**a** to **6**–**r** show how the shaded, horizontal, dash vowel, *oo* long, as in *boom*, is written between consonants. This vowel does not vary in direction, when it will not join readily to both consonants it should be disjoined, in which case it is seldom written by the experienced writer. It is comparatively infrequent, occurring in but few words.

2. The words **6**–**s** to **7**–**r** show how the light, horizontal, dash vowel, *oo* short, as in *cook*, is written between consonants. It is distinguished from the long vowel, above, by difference in shading, the same rules govern the writing of both.

3. The words **7**–**s** to **9**–**o** show how the shaded, inclined, dash vowel, *a* as in *tall*, is written downward between consonants, and the words **9**–**r** to **10**–**e** show how the same vowel is written upward between consonants, the direction being used which will give the sharpest angle between it and the consonant to which it is joined.

4. The words **10**–**i** to **14**–**m** show how the light, inclined, dash vowel, *o* short, as in *dog*, is written downward between consonants, and the words **14**–**n** to **15**–**o** show how the same vowel is written upward between consonants, the same rules govern the writing of this vowel that apply to the broad *a*, above, the distinction being in the shading.

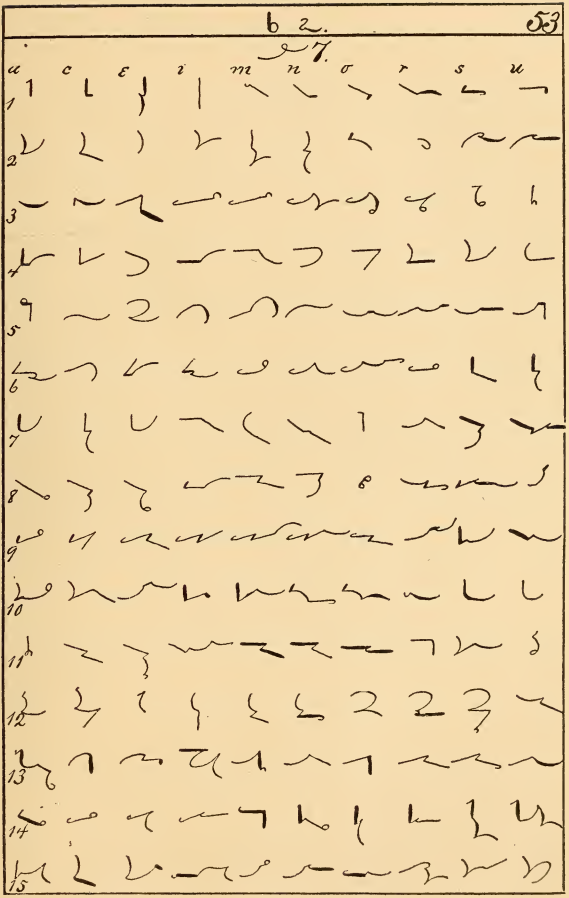
5. The three last words of the Lesson are derivatives based upon the word-sign *form*. More than 130 derivatives employing this word-sign in their construction are given in the KEY TO THE AMANUENSIS AND STUDENT'S DRILL BOOK.

6. Owing to the more appropriate and skillful assignment of letters to represent the sounds, and the less waste movement incident upon the joining of letters and words, writers of this system are not compelled to resort to the extremes of brevity and complexity, with consequent loss of legibility, which characterize other systems: but writing in it may be done with the words more fully expressed, as rapidly, and, consequently, more legibly. It may also be written as briefly and illegibly, and at the same time more rapidly than other sys-

tems, if the writer prefers: but if he writes in this illegible way he should not blame the system for the difficulty he will have in reading. The system must be mastered thoroly and written correctly to get good results. Slip-shod methods in Shorthand will produce no better results than in any other pursuit, they are sure to bring disappointment and failure; only intelligent, faithful, conscientious work brings the highest reward. See that you do this.

KEY TO LESSON 7.

1. Object bushel benevolent popular according coupon corn cause (because) already tomorrow.
2. Volume faculty for form perform furnish author therefore (therefor) morning mortgage.
3. Long young repugnant warrantee warranty uniform universe unanimous officious copy.
4. Boom poor cool doom tooth tool tour food fool shoot.
5. Soup soon saloon move remove moon noon renew undo (nude) loop.
6. Routine roof room ruin use youth unity choose book bush.
7. Bull push pull took shook cook hoop (whoop) look gall gorge.
8. Caucus (calks) cough cautious autumn talk tall sauce (saws) naughty origin hall.
9. Horse horror walk war warm warn chalk lawyer bawl (ball) gone.
10. False (falls) fork lawn borrow born authority authorize along belong upon.
11. Posse cock coffee colony dog dock dodge top foreign office.
12. Often oftener official shop shock shoddy solace solid solitary knock.
13. Obnoxious mob motto demolish lobby lock rob rock rocky wrong.
14. Hogs was wash watch job box bosh botch obvious oblivious.
15. Polish fog follow admonish loss lodge John reform former formal.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For the purpose of. For a few days. Very often. To whom.

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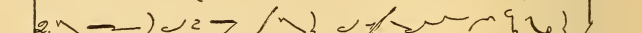
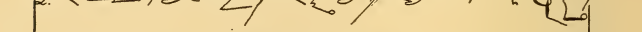
3. 
4. 
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LESSON 8.

1. The Exercises commencing with this Lesson and continuing thru the course, are intended to supplement the regular shorthand Lessons by extending the student's vocabulary, and furnish a test examination of the thoroness with which the principles have been mastered. A copy should be made in longhand or on a typewriter, "double-space," and the shorthand forms written with pen and ink in the blank space under the words, taking care to write neatly and observe the principles which apply in the words. When the student is sure there are no mistakes in the Exercise it should be handed to the teacher for criticism and correction, if needed. Where practicable the corrections should be made before the student and the reasons why given. In teaching large classes the Exercises may be put upon the board by the teacher and each student make his own corrections. These Exercises may be taken up in regular course as reviews of the principles just gone over and in addition to the advance Lesson, or they may be taken up in connection with the Lesson they supplement in the first general review of the course.

2. Write the following words, as directed above, in accordance with the principles explained in Lesson 2:

SUPPLEMENTARY EXERCISE 1.

Ekes e'en itches apes edges etches Ann's opes oaks awls eyed (I'd) owlish powwow ego Aggie doughy duo eddy (Eddie) Etta Eva Effie Asa eon aerie aha ogee outdo outgo outlaw outweigh.

EXPLANATION OF PRINCIPLES.

3. See paragraf 9, page 27, for general directions in regard to form and joining the diamond-pointed difthongs.

4. The words **2**–**i** to **6**–**e** show how *i*, as in *like*, is written between consonants with both strokes straight; **6**–**i** to **8**–**s** show how to write the same letter with the first stroke curved and the second straight, and **8**–**u** shows how it is written with the first stroke straight and the second curved. There are a few words of comparatively infrequent occurrence in which the easiest joining of this letter requires that both strokes should

be curved, or it may be disjoined, if preferred.

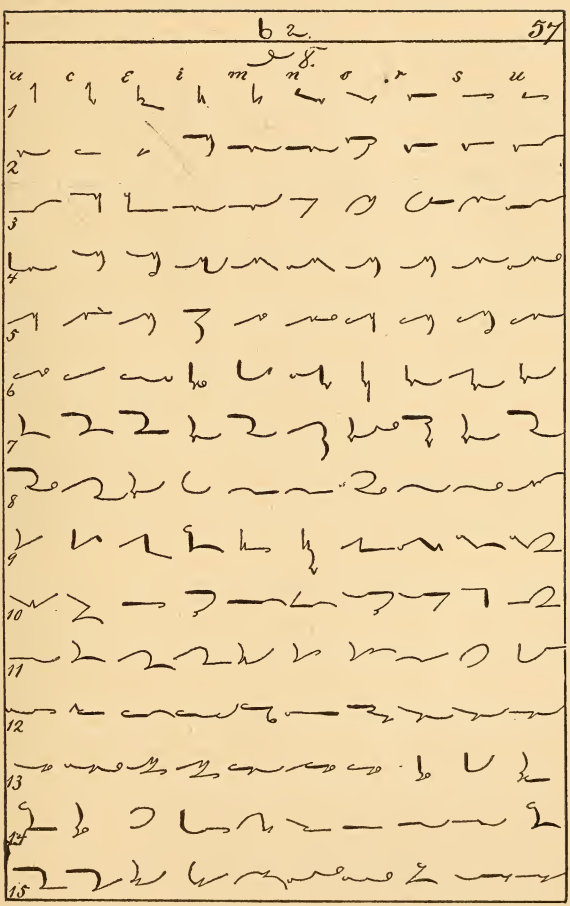
5. The words **9**–**c** to **12**–**n** show how *ew*, as in *few*, is written between consonants. Most of the words given occur so frequently that the vowel may be omitted without endangering the legibility of an ordinary sentence.

6. The words **12**–**o** to **14**–**e** show how *oi*, as in *toil*, is written between consonants.

7. The words **14**–**i** to **15**–**u** show how *ow*, as in *town* is written between consonants. Note the variations in the strokes of the letters, made to secure the easiest joinings, and follow them closely in practice.

KEY TO LESSON 8.

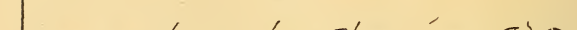
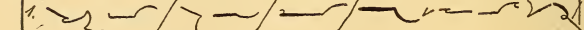
1. Opportunity occupy pecuniary pure power organize county idea mighty almighty.
2. Iron child employ dive dine dying (dyeing) ideal hide (hied Hyde) height (white) item.
3. Time (thyme) type appetite tine tile tire mile mileage mine admire.
4. Benign knife knives libel (liable) like alike live life line alliance.
5. Ripe riot rife derive rise (rice) righteous wipe wife wives wine.
6. Wise wire China bias by-law alibi pipe pine repine pile.
7. Vise (vice) device divide vine divine revive violence defy fine define.
8. Defiance refine file shine side (sighed) sight (site cite) silence sign (sine) science lime.
9. Fire bureau rebuke abuse purity purify repudiate argue accuse accumulate.
10. Cure curious duty duly deduce reduce unduly endure tube tumult.
11. Tune fuse refuse refute fuel fury furious sewer mule pollute.
12. Annuity huge juice junior judicious attitude decoy coin coil toil.
13. Noise annoyance loyalty royalty join rejoice choice boys boil voyage.
14. Avoid voice soil bounty empower couch doubt down town avows.
15. Devout devour foul (fowl) shower mouth allowance announce arouse endow tower.



2.

Power of Atty. Four or five days For a long time At that time.

8.

1. 
2. 
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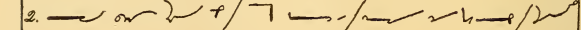
4. 
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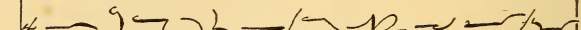
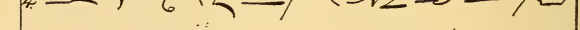
8. 
9. 
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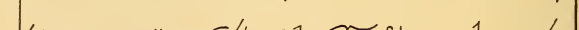
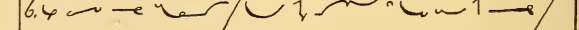
12. 
13. 

LESSON 9.

SUPPLEMENTARY EXERCISE 2.

Write the following words in accordance with the principles illustrated and explained in Lesson 3 and previous Lessons.

1. Beacon bedew belie apiece appears geese Eden deems eaten (Eaton Eton) tease veer fees sheaf sheathe siege beseech merely needy neatly niece (knees) anneal veneer oblique lean-to legion leach (leech) leeway rear arena outreach heap heave heel (heal) hero cohere jeer jeering cheery yearly yearling.

2. Keenly deepen deacon decays decoy deity deviate deafens deafness deify dean teal zenith zeal seek seethe scenery sienna senior thieves meek oatmeal mealy repay reek (wreak) bereave wreathe revere weep weaken weedy wean (ween) cheeky achieve wheeze believer believing unbelief unbeliever.

3. Bins abyss bilge billowy pithy pickax picnic pink pillage giddy dizzy dimly fib figs affix filch shin shilling ethics thicken amiss lives living liver livery linen lineality linear lingo links (lynx) lily limbo lynch rims jimmy chimney whims avaricious.

4. Gig gingham gill kip kin kiln digging Dixie oddity ditto divinity differ din tiptoe tipsy attic tinny fishy easily sip sickish sicken sieve sinew sinking amity myth minnow mink mimic milky remiss ribbon rigging arid avarice rink wig wins (wince) winnow jig jiffy gin agility chicken chin whiz bewitch pigeon visage avidity outlive without withal witty willingly unwillingness hereby herein hereof herewith thinking things solidity.

EXPLANATION OF PRINCIPLES.

5. Most of the simple consonant sounds unite closely with a following *r*, forming double consonant sounds, called the *r-series* of compounds. These are very frequent, illustrate an important fonetic feature of the language and should be carefully studied and understood by those who wish to become familiar with its elements and their relations and uses.

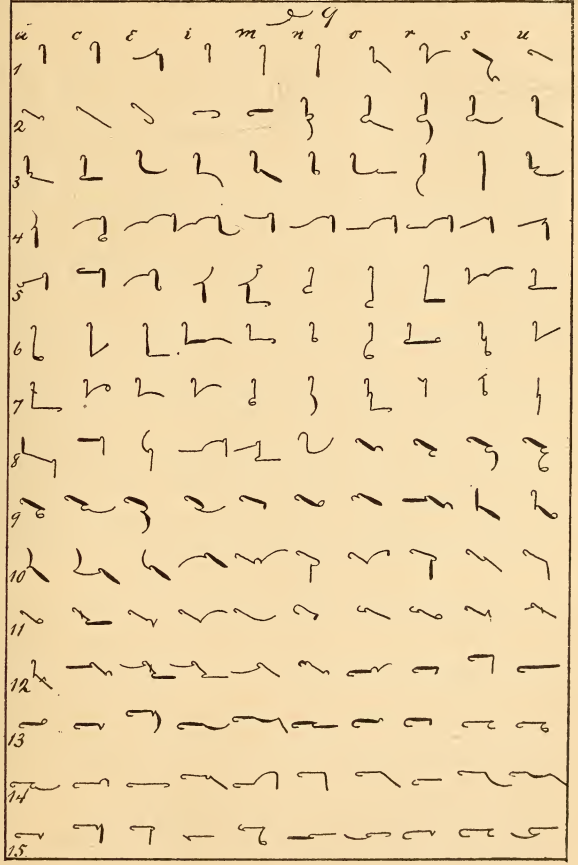
6. To represent these double sounds the student is not required to learn new letters, but those already learned are modified by means of a small hook at the beginning, on the left or under side of straight consonants, and in the inside of curves, called the *r-hook*, and used to represent them. These hooked letters are used in the beginning, middle and end of words, wherever these double sounds occur, tho in the ends of words the sounds represented by the hooked letter are usually spoken separately but without a vowel between them. This will be understood by contrasting the pronunciation of *br* in *break*, *pr* in *price*, etc with *ber* in *lumber*, *per* in *temper*, etc., but the representation of both by the hooked letter is sufficiently accurate for all practical purposes. The rule is to use these hooked letters only when the two consonants form a true diphthong, but occasional violations of this rule occur in practice

when a more easily written outline for a frequently occurring word can thereby be secured, as shown in **7–a, 12–a–e,** etc., in which the making of the vowel thru the hooked letter indicates that it is to be read between the two consonants represented by the hooked letter. It is not the usual practice to write the vowel in such cases, and this use of the hooked letters should be restricted to very frequently occurring words and those containing enuf other letters to make the word definite. The hooked letter should not be used in such words as *bear, pour, fire, vary,* etc. The *r-hook* is enlarged to express a following *l,* as shown in the words **5–e–i–m, 8–n, 11–n, 13–o–r, 15–r–s–u.**

7. The use of this small hook on *b* for *br* is shown, in the beginning, middle and end of words, from **2–n** to **5–c**; on *p* for *pr,* in like manner, is shown **5–n** to **8–m**; on *g* for *gr,* **8–o** to **10–i**; on *k* for *kr* (*cr*), **10–m** to **12–n**; on *d* for *dr,* **12–o** to **13–n,** and on *t* for *tr,* **13–s** to **15–o.**

KEY TO LESSON 9.

1. Brother (remember) barrel labor principle (principal per) proper problem (probable) practice preliminary garnishee car (care).
2. Carry correct curve tariff dear (deer) brief break (brake) brave brain broke (brook).
3. Brick bridge bring breath brag brass branch brush bribe brown.
4. Fiber embrace member membrane neighbor lumber timber chamber rubber robber.
5. Arbor jobber (jabber) umbrella liberal illiberality pray (prey) prepay prepaid premium preach (approach).
6. Propose prepare probate produce pretty press precious prejudice perhaps prior (prayer).
7. Perpetuity promise price prime praise (prays preys) approve propriety upper oppress paper (pauper).
8. Book-keeper dipper (dapper) shipper (shopper) temper (tamper) reproach parallel agree gray grave gracious.
9. Grace (graze grays) grain grieve green grow grass (gross) eager degree bigger (beggar) progress.
10. Vigor vinegar sugar meager cream creep chromo crib crack crop.
11. Cross (cares cars) courage cry crime crone (crane) crawl acre across (acres) crew (accrue) occur.
12. Procure (pricker) decree encourage encroach liquor (lucre lacquer) hickory dream draw drop (drip droop) dread.
13. Dress (address) dry drive during drunk (drink drank) dredge (drudge) drill droll tray (trey) trace (trays).
14. Train tree treaty track tramp (trump) trap (troop) truck (trick) true truth trunk.
15. Try tribe trip utter atrocious debtor (daughter) entry trial trail neutral.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2.

To refer. Name Address Above par. Take care.

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13.

LESSON 10.

SUPPLEMENTARY EXERCISE 3.

Write the following words in accordance with the principles illustrated and explained in Lesson 4 and previous Lessons.

1. Babes base (bass bays baize) urbane pagan pathos pace (pays) painless campaign payer gaze gayly cape cake caveat chaos canoe cage dale Dane (deign) dainty detain vague renovate vase veil (vail vale) phase deface famous defame feign (fane fain) shaky shady sago sane maze (maize May's) mania mainly Mary nape nave (knave) namely lave lacing rapacious radius ratio ravine raving raise (rays race) rainbow rainy waif wavy awaken ways (weighs) wane (wain) jade Jane chasten chafe chary betake making American favoring favored favorite favors voracious veracious fallacious nefarious alias.

2. Beck beckon bedlam bevy beverage bell (belle) bellow ebony peg peck apex poet poem penny penance pelt pellet pelf epidemic den delve derrick edit edifice ten tenacious tenure tenth tenon terror terrier terrific terrace vex venom ferries fetch shelf thence mesh omen amen annex nephew knell web legacy leaven leverage lemon wretched unerring hen hedge jet Jesse (Jessie) Jennie (jenny) jelly jealous chess caress envoy entity elbow elegy elk elf Elsie Ellen efficiency represented representing representative regularly regularity irregular.

EXPLANATION OF PRINCIPLES.

3. **2**-**m** to **3**-**u** show how *vr* is written in the middle and end of words, it does not begin words.

4. **4**-**a** to **5**-**n** show how *fr* is written in the beginning, middle and end of words.

5. **5**-**o** to **6**-**s** show how *shr* is written in the beginning, middle and end of words. To make this character the hook is placed on the *r-element* of the compound, written downward, to avoid the awkward character which would result from an attempt to make the hook on the left or convex side of *sh*. In the words **6**-**u** to **8**-**i** this same character has the power of *chr*. The sounds are so similar to *shr* that no confusion or illegibility arises from this extended use of the hooked character. The large hook on the downward *r*, shown in the words **8**-**m**-**n**-**o**, implies a preceding *n—nchr*.

6. **8**–**r** to **9**–**i** show how *zhr* is written in the middle and end of words, it does not begin words. It is like the *shr*, explained above, except in the matter of emfasis and shade and is governed by the same rules. In **9**–**m** to **10**–**n** this character has the power of *jr*, same as explained above of *chr*, and in **10**-**o**-**r** the enlarged hook implies a preceding *n*—*njr*.

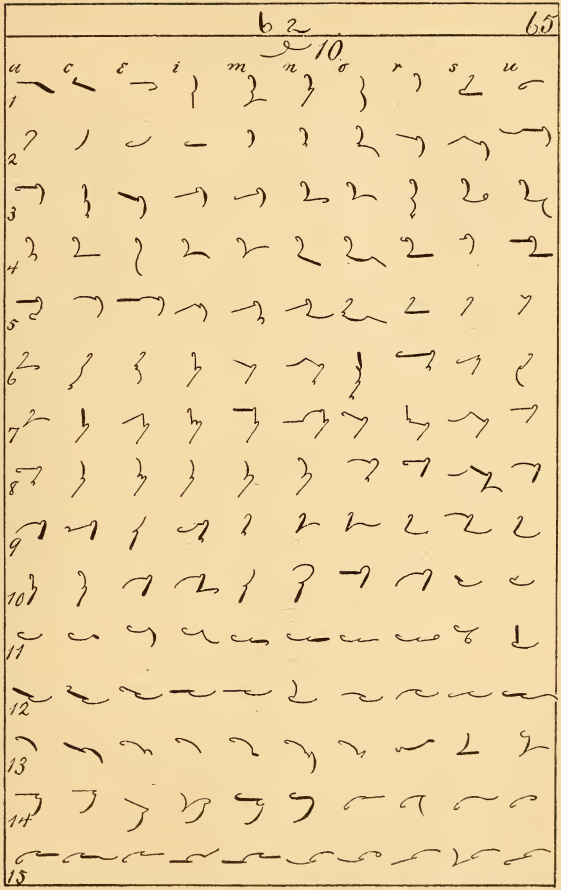
7. **10**–**s** to **12**–**u** show how *nr* is written in the middle and end of words, it does not begin words.

8. **13**–**a**–**c** show the use of *thr* (spoken) in the middle and end of words, it does not begin them, and **13**–**e** to **o** show the use of *thr* (whispered) in words.

9. **13**–**r** to **14**–**n** show the use of the shaded *l* for *lr*, and **14**–**o** to **15**–**u** show the use of *mr* in the beginning, middle and end of words. It is not a difthong, there is a vowel between the *m* and *r* in most of the words.

KEY TO LESSON 10.

1. Together altogether whatever vice president overwhelm overcharge forever from shrinkage Mr.
2. Nature large (learn) year (your) general ever (over) every everything cover recover endeavor.
3. Driver (drover) bravery giver river waver variety various verify variance varnish.
4. Free freight fresh phrase (fries) frame frog frank afraid offer defraud.
5. Defray suffer (safer cipher) decipher rougher referee refrain shrink shrewd (shroud) sure (assure share) usher.
6. Surety surely sheriff pressure cashier luxury beneficiary judiciary washer cherish.
7. Charm butcher rupture (rapture) preacher departure temperature creature picture lecture teacher.
8. Treachery voucher feature future venture furniture century treasure luxurious seizure.
9. Measure erasure leisure usury jury germ germane journey sojourn adjourn.
10. Perjure forger major majority ledger soldier danger manager (manger) owner honor.
11. Near (nor) narrow nerve north energy enrage enrich unrighteous enormous banner.
12. Gainer (gunner) ignore corner (coroner) dinner (donor) tinner (tenor) finer sinner (signer) manner (miner minor meaner) winner generous.
13. Other gather three through throw (throe) thrive throughout allure lard (lord) alarm.
14. Taylor (tailor) teller collar (choler caller) familiar jailer jeweler merit marsh mourn marry (merry).
15. Merge margin march demurrer demurrage enamor numerous rumor farmer (firmer) hammer (hemmer).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2.

In the nature of the case — Two or three. — Three or four.

Thru and thru — Over and over — Over and above.

From day to day — From time to time — time of the year.

Year or two ago — Gentlemen of the jury. — For a number of years

10.

1.

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5.

6.

7.

8.

9.

10.

11

LESSON 11.

SUPPLEMENTARY EXERCISE 4.

Write the following words in accordance with the principles illustrated and explained in Lesson 5 and previous Lessons

1. Alms army argue tardy afar farce balm palmy calves carp cargo carve carcass tar tarnish char jar charged charging charges remarking.

2. Apathy apple acme addle adder adage attache ambush Arab patch gap cabbage cabin captious capacious dash tap tan tallow van fag fathom famish famine fan fang fallacious fairy affair unfair sang sank sally sallow satchel their thereby thereupon thereon thereof therewith thereto therein Mc (Mac Mack) mash mammoth magic lag lackey lacks (lax) lass lasso lance lank languish latch ravish ravenous rang rank rarity rarefy rarely ratchet wag beware unawares whereupon wherein whereof whereon wherewithal Yankee hack hash Harry (hairy) Japan jag chap chaplain chat averaged averaging averages avalanche advantages advantageous thanking thanks thankless anatomy having.

3. Bag bass ban banish banana bang bearing (baring) barely pansy pang parry gangway gallop cavity catholic cam cameo camel camera candy cannon (canon) caravan sham chamois lamb ramify ham.

EXPLANATION OF PRINCIPLES.

4. Referring to explanations made in Lesson 9 in regard to the *r-hook* series of compounds, the same explanations, substituting *l* for *r* and locating the hook on the right and upper side of straight consonants and inside of curves, with some slight modifications, as explained in individual cases, will inform you in regard to another important series of double consonants called the *l-series* of compounds.

5. **2**–**m** to **6**–**r** show the use of *bl* in the beginning, middle and end of words. It is used almost uniformly for the terminations *able* and *ible*. The hook is enlarged to express a following *r*, as shown in **1**–**e**, **5**–**n**.

6. **6**–**s** to **8**–**u** show the use of *pl* in the beginning, middle and end of words; the large hook in **8**–**i**–**n** reads *plr*.

7. **9**–**a** to **u** show ths use of *gl* in the beginning, middle and

end of words; the enlarged hook in **10**–**a** reads *glr*.

8. **10**–**c** to **12**–**n** show the use of *kl* (*cl*) in the beginning, middle and end of words; the enlarged hooks in **12**–**o** to **u** read *klr*.

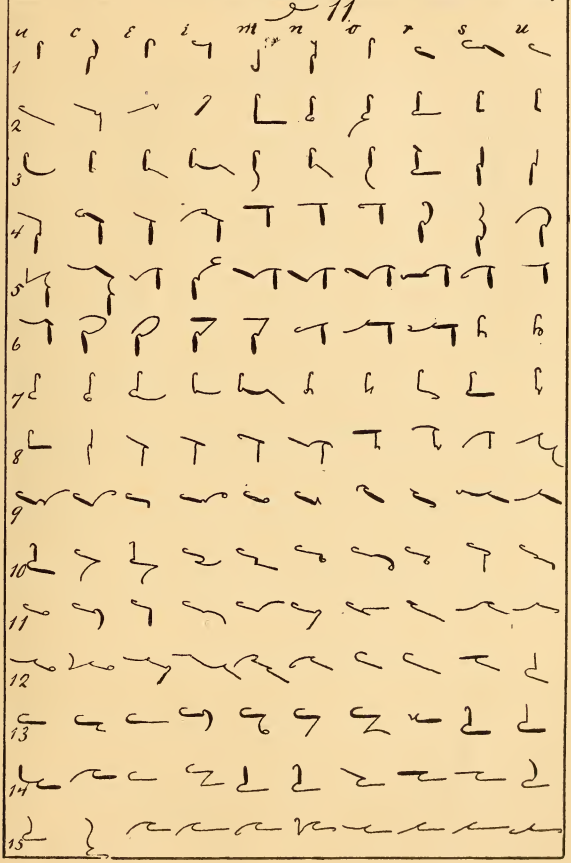
9. **13**–**a** to **14**–**c** show the use of *dl* in the middle and end of words. It does not begin words, where so written there is a vowel between the *d* and *l*, and the hooked character is used to secure greater brevity or better joinings in frequent words. The hook of *dl* must be made large to distinguish it from *j*.

10. **14**–**e** to **15**–**u** show the use of *tl* in the middle and end of words. It does not begin words, and the hook must be made large to distinguish it from *ch*.

KEY TO LESSON 11.

1. Bill (able) vegetable boiler honorable poverty applicable plaintiff glory (gallon) telegraph (telegram) call (coal).
2. Collect capital (capitol) reply pleasure able-bodied blaze blame bleach (blotch) blue (blew) blow.
3. Billing (blowing) bills (bliss bless) black blank bluff block blush (abolish) oblige bible (babble bubble) payable.
4. Capable agreeable cable (cobble) amicable double (dabble edible due-bill) table trouble verbal favorable movable.
5. Perishable negotiable humble amiable gamble (gambol) gambler grumble admirable marble enable (unable).
6. Noble salable mailable durable terrible way-bill (wabble) legible (eligible) illegible plea please (pleas police).
7. Play plays (place) plain (plane) plan plank policy plow plucky pledge ply (apply).
8. Applaud people (pupil papal) couple coupler cripple explore deeply supply ample replenish.
9. Gleam gloomy glow glimpse glass (gloss) glue eagle ugly angle legal.
10. Burglar claim proclaim clean cloak close clothes clause (claws) clip calico.
11. Class (calls) clever (cleaver clover) club cloth climb (clime) culture collateral o'clock local luckily.
12. Enclose foreclose enclosure technical mechanical miracle color (clear) clerk declare peculiar.
13. Dull delay delight deliver delicious dollar (dealer duller) delirious (dolorous) idle (idol) bridle (bridal) peddle (pedal puddle poodle).
14. Bundle medal (meddle muddle middle) tell (till) tolerate battle (bottle) brittle (brutal) cattle (cuttle) detail title (total tattle) vital.
15. Fatal (futile) efficiently metal (mettle mottle) mutilate mortal (myrtle marital) promptly until (nettle natal) rattle (retail) retaliate utility.

11



Below par. Bill of Lading. From place to place.

It will. To law. To leave.

To live. Title to the property I herewith enclose

Negotiable paper Will you please? In reply to.

11

1.

2.

3.

4.

5.

6. 22

7.

8.

9. 12

10.

11.

LESSON 12.

SUPPLEMENTARY EXERCISE 5.

Write the following words in accordance with the principles illustrated and explained in Lesson 6 and previous Lessons.

1. Bows (beaux) bogus boldness borne borer boatswain pope poke potentate potential potency pony poach depose copious cone atone vogue focus foes foam forego forthcoming forthwith forage divorce zone ozone soapy sofa solo solidity solidify sore (soar sower) mope moldy molten loaf alone cologne lowly loathe loath (loth) rope rotate rose (rows) arose romance uproar roach woes yore hoary hose (hoes) obese opaque ocean Job jolt Aurora.

2. Goal gory cocoa coax (cokes) cove dose domain door adore toady toes (tows) torn tory shows shoal shorn mows knoll roguish rove hoax chore.

3. Buck button buffet rebuff buss bunk burrow (borough) burnish birch budge puppy puppet pugnacious puff pulp pulse perch gully cub covet coming undone dunce (duns) tonnage turf deter aver virgin affirm furrow shun shirk sully sulky sullen muff monkey mummy muddy mutton lug lucky lovely lunch lungs divulge defer ruffian emerge wrung (rung) hug honey hung unearthly worry worthless worthy worthiness adjudge junk chubby chunk herb earthen earnings urchin.

4. Gulf gulch girth cuff cull cur (Kerr) dug dove dirk dearth dirge tuck muck myrrh murky chum churn oven onus odious.

EXPLANATION OF PRINCIPLES.

5. **2**–**c** to **4**–**m** show how *vl* is written in the middle and end of words, it does not begin words. The enlarged hook shown in **3**–**i** reads *vlr*.

6. **4**–**n** to **8**–**c** show how *fl* is written in the beginning, middle and end of words. It is used uniformly for the termination *ful*. To form this character the hook is placed on the downward *l*, to avoid the awkward character that would result from an attempt to place the hook on the convex side of *f*. The enlarged hook, shown in **8**–**e**–**i**, reads *flr*.

7. **8**–**m**–**n** show the usual way of writing *zhl* in the middle and end of words. The two letters being easily made at one stroke, there is no gain in using a hooked character to represent them. The combination is of comparatively infrequent occurrence.

8. **8**–**o**–**r** show *shl* written as a hooked character. As in the case of *zhl*, above, there is little gain in using the hooked character in these words, the two fully written letters are equally correct and as easily written.

9. **8**–**s** to **10**–**n** show the use of the large-hooked *n* for *nl* in the middle and end of words.

10. **10**–**o**, a large-hooked *m*, written upward, is used for *m-l* with a short, intermediate vowel, in a few words, and also for the prefix *multi*.

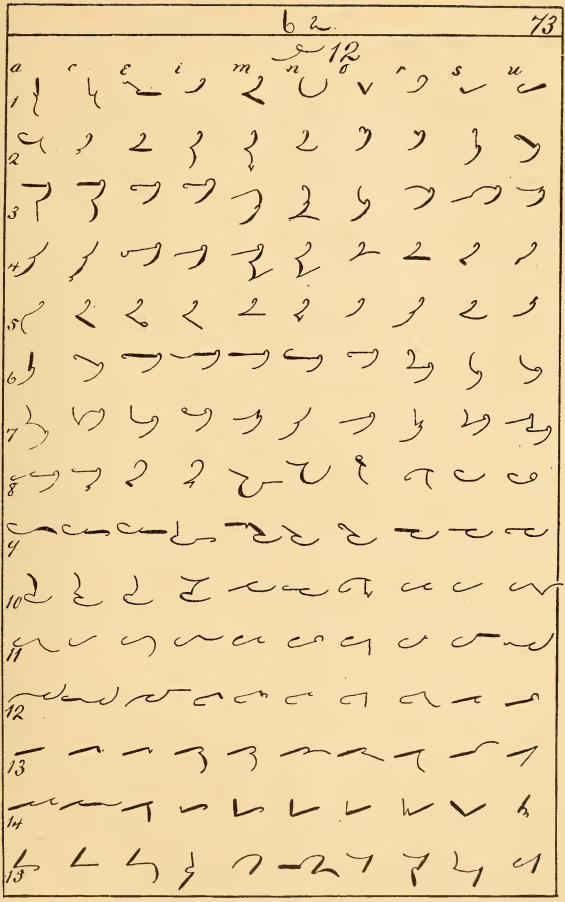
11. **10**–**r** to **11**–**i** show the *w-hook* enlarged to express a following *l*, with an intervening vowel usually written on the end of the large-hooked *w*: **11**–**m**–**n**–**o**, **11**–**r** to **12**–**e** and **12**–**m** to **r** show the hooks of *hw* (*wh*), *y* and *h* enlarged in the same way for the same purpose. The shaded *yl* in **12**–**i** reads *ylr*.

12. **12**–**s** to **15**–**u** show *r* shaded to express a following *l*.

KEY TO LESSON 12.

1. Beneficial partial acknowledge value vulgar usual while failure original world.
2. English valley (volley) valid valve vilify villain evil oval approval gravel (grovel).
3. Develop devolve travel (trivial) traveler revival frivolous shovel civil removal novel.
4. Level lively arrival rival (ravel reveal) revolver flavor flame fluid (filled) flow (floe) flaw.
5. Flash (flesh flush) flag (flog) flax (flux) flock (flake) flight (flat) fly fill (fall full) fulfill fallen (flown) awful.
6. Baffle careful dreadful needful doubtful delightful trifle frightful (fruitful) shuffle (wishful) thankful.
7. Faithful shameful painful sinful lawful willful rifle (raffle ruffle) powerful fearful reproachful.
8. Watchful chiefly floor flour (flower) casualty unusual social marshal (martial) only unless.
9. Analyze analogy knowledge penalty diagonal canal (ken nel) colonel (kernel carnal) denial tunnel eternal.
10. Venal funnel final nominal renewal channel multiply wail (wale) well welcome.
11. Wealth wool wolf woolen whale wheel whelp yell yield annual.
12. Manual genial emulate hole (whole) holy (wholly) hell help health rail reel (real).
13. Rule roll (role) rely relieve relief release relic relish realm ruler.
14. Railway religion reliable (rulable) early barley (burly) burial pearl (purl) puerile girl really
15. Reality relate relative pay-roll moral demoralize enroll unreliable funeral (funereal) whirl.

12

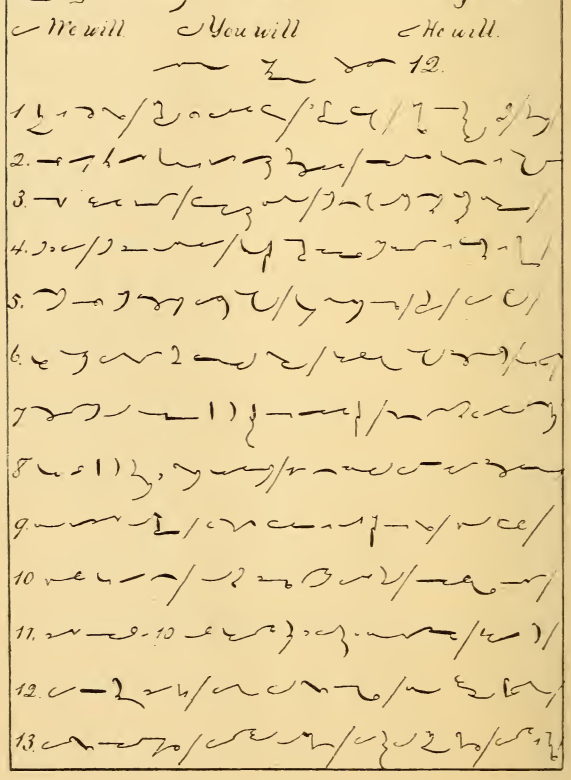


2.

I begde achtväg } For i alue — I As follows

We will — You will — He will.

12.



LESSON 13.

SUPPLEMENTARY EXERCISE 6.

Write the following words in accordance with the principles illustrated and explained in Lesson 7 and preceding Lessons:

1. Booty booth booming boon (Boone) baboon boor boorish pool poorly goose coop uncouth coon coolly (cooly) courier toot twos tomb shoes sooty soothe moody minutiæ moose Moore (moor) news (noose) newly newel (Newell) lose (loose) loom illume lunacy ruby rouge uniformly uniformity unanimity.

2. Bouquet book-keeping bushy bully bullet bulletin pudding pulley pussy cuckoo cookey nook outlook.

3. Gaudy gauzy calk born daub debauch dawn adorn torch shawl salt malt laws nauseous warp warmth warmly warrior wharf horn jaws chalky.

4. Auburn balky pawn Paul (pall pawl) appall fawn fauna yawn accordingly forgive forgiven forgiving formality formerly deformity reformer.

5. Cog cogitate topic autopsy toddy tossing Tom dogma doff doll folly column solve solemn offshoot omniscience homage noxious novice anomaly anonymous jog jockey chop.

6. Bob bog pop poppy epoch gong cob collapse don tonic tongs fop foggy fox sob sock song thong mop mock lop log lock logic objected objective objecting popularity unpopular.

EXPLANATION OF PRINCIPLES.

7. *S* unites with a following *p k t f m n l* and *w*, forming double consonant sounds, called the *s-series* of compounds. The *s* in such cases is uniformly represented by a small circle made on the right or upper side of the straight letters, struck in the direction contrary to the movement of the hands of a clock, and in the inside of curved letters, formed with the same movement which makes the curve. It should be made small, exact and neatly. The loop shown in **1**–**c**–**i**–**r** and **2**–**a**, expresses an *st* and is used here as a means of distinction. *Z* at the beginning of a word is always written with the full, alfabetic letter, never with the circle.

8. **2**–**c** to **3**–**a**, **3**–**c** to **4**–**c** and **4**–**e** to **7**–**e** show how *sp*, *sk* (*sc*) and *st* are written in the beginning of words.

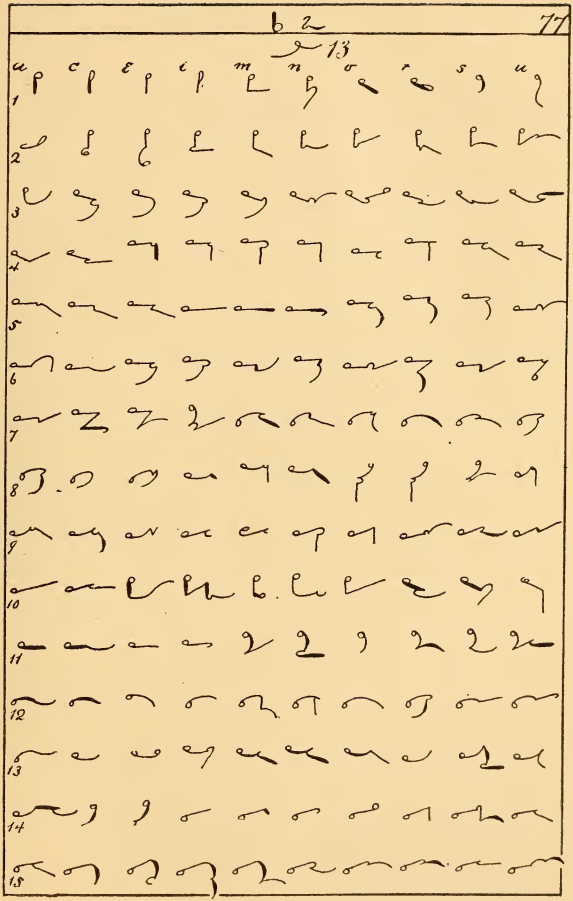
9. **7–i, 7–m** to **8–e, 8–i** to **n, 8–o** to **9–e** and **9–i** to **10–c** show how *sf* (*sph*), *sm*, *sn*, *sl* and *sw* are written in the beginning of words. It should be noticed that *sl* may be written either upward or downward, as may be most convenient, and that the hook of the *w* is closed into a circle for the *sw*.

10. **10–e** to **15–u** show how to write a class of frequently occurring words in which there is a vowel spoken between the *circle-s* and the consonant to which it is attached. The words are of such frequent occurrence that only the vowels necessary for purposes of distinction are written.

11. *Sl* is used for the prefix *self* in **13–u** and **14–a**.

KEY TO LESSON 13.

1. Subject establish speak (special) stipulate superintendent expenditure signify suggest save (several) sufficient.
2. Yesterday space spacious (specious species) speech speck (spoke) span spare spike spice spurious.
3. Spell (spool spoil) scale school skill skillful scheme scarce (scars) skin scan scoundrel.
4. Scare (score scour) sketch (Scotch) stab step steep stoop (stop) stay steeple (stopple) stake (steak) stick.
5. Stack stuck stock stout stood (stud stead) study (steady) stave stove stiff steam.
6. Stamp (stump) stone (stun stain) stale steel (steal) stole stall steer starve store stairs (stares).
7. Stir sturdy storm sphere smuggle smoke smash smooth smith small.
8. Smaller smell smile snow snap snug (snag) sleep slip slim slope.
9. Slack slave sly sway swell sweep swap (swoop) swim swing swore.
10. Swear switch sublime suburban suppose subpœna superior signal signature escape.
11. Said (sad) sudden (sadden) sat (set sit) city severe (savior) savage safe suffice (suffuse) soften suffrage.
12. Season says (size) south some (sum seem same) sympathy simple (sample) something similar summer summary.
13. Summon (salmon) sun (son sin) sense censure single singular sink (sunk) sell (cell) salvage (selvage) selfish.
14. Self-denial seller (cellar) salary (celery) sir sorrow sorry source (sirs) sirup (syrup) surprise circle.
15. Circular serve survey survive service serene serious series (Ceres) search surmise.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2.

Side by side. Step by step. On the subject. Real estate.

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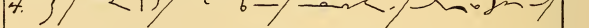
10. 
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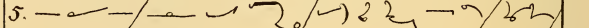
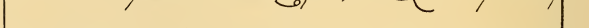
12. 
13. 

LESSON 14.

SUPPLEMENTARY EXERCISE 7.

Write the following words in accordance with the principles illustrated and explained in Lesson 8 and previous Lessons.

1. Dike diet dies (dyes dice) dial tidy untidily ties entice tine mica mice demise nice nine Nile liken liking alive lies (lice) lion Lisle lilac outline ripen arise writhe unwise wily gibe whine itemize ivory.

2. Dime dire tire tyro attire mire wiry chime Irish iris.

3. Buys pike pica piety pious pilot beguile archives devise vile vial (viol) violin five fife defile fiat Zion.

4. Buyer environs fire-arms fire-works undivided untie.

5. Dews (dues deuce) adduce educe dual duel views diffuse fugitive ensue dilute mutiny music June juvenile juicy jewel chews puny oppugn cubic dupe attune solitude.

6. Coining coyly coyness turmoil adjoin rejoin toys noisy boyish foil poise devoid.

7. Bows (boughs) bowery bowels douse (dowse) cows (counties county's) cower carouse vows avowal sour mouse (mows) dower towel rowdy rouse (rows) bounteous pouch vouch gouge denounce allowable.

EXPLANATION OF PRINCIPLES.

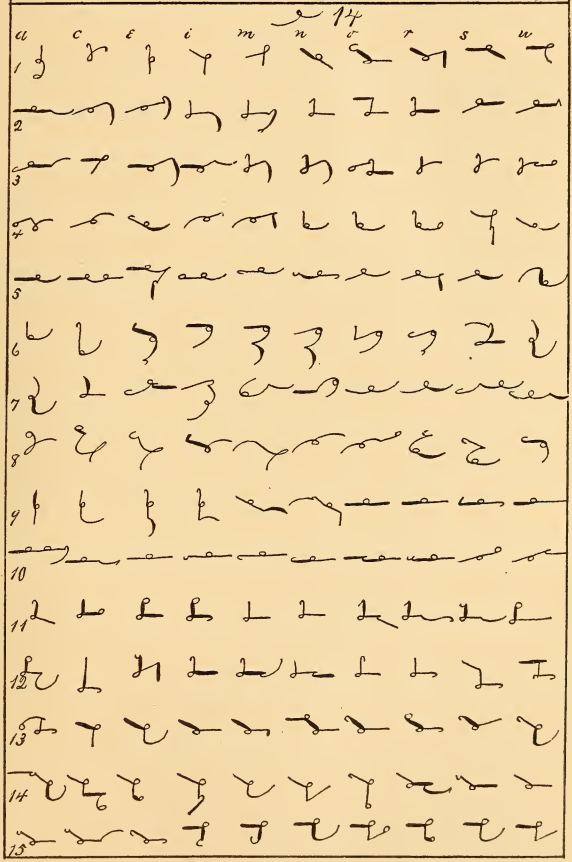
8. **2**-**a** to **8**-**u** show how the circle for *z* is written between consonants. **2**-**a**-**c**-**e** between straight lines in the same direction the circle is made on the right-hand side of perpendicular and inclined consonants and on the upper side of horizontals; **2**-**i** to **3**-**o**, between straight lines that join at an angle the circle should always be made on the outside of the angle; **3**-**r** to **7**-**e**, between a straight line and a curve the circle is always made in the inside of the curve, and, **7**-**i** to **8**-**u**, between two curves facing in the same direction the circle is made in the inside of both. In **7**-**u**, and other like words, the hooked compound, *nr*, is used for *unre*.

9. **9**-**a** to **15**-**u** the circle represents *s*, and the classification is the same as above: **9**-**a** to **10**-**u**, between straight lines in the same direction the circle is made on the right or upper

side, and **11**–**a** to **15**–**u**, the circle between two straight consonants that join at an angle, is always made on the outside of the angle.

KEY TO LESSON 14.

1. Post-office proximo prospect expect respect executive against exorbitant designate distinguish.
2. Disdain reserve reservoir positive positively opposite deposit preside (praised prized) raised (roused reside) residue
3. Wisdom desire deserve discern preserve observe surprised bosom (besom) presume (prism) presumptuous.
4. Sarcasm resume closing misery miserable poison prison presence (prisons) newspaper cousin (cozen).
5. Dozen (design disown) dishonest dishonorable citizen treason anxiety reason (risen resign) reasonable raising (rising rousing) embezzle.
6. Puzzle proposal auxiliary dazzle dissolve resolve perusal wisely civilized visible.
7. Feasible vast (voiced vest) usage refusal muslin damsel nozzle (nasal) losing unison unreasoning.
8. Sophism socialism atheism organism mechanism museum mesmerize amusing (amazing) crimson Joseph.
9. Bespeak postpone prospective prospectus excuse microscope decide (dazed) dust (dosed deceit) audacity destitute.
10. Distasteful destiny test (taste tacit) attest trust (truest traced) just (jest gist) digest adjust resource (razors) research.
11. Brisk (brusk) besides subside subsidy post (pieced paced past) pressed (priced priest) obstacle obstinacy abstain substitute.
12. Substantial publicity absorb proceed (precede) procedure postage placed paucity (pasty) capacity duplicity.
13. Simplicity gasp (gossip) gospel guest (guessed ghost gust) gusto disgust graced (grist) sagacity grocer (grosser) cross-bill (crucible).
14. Taxable expeditious expose exposure expel expire cross-purpose exceedingly accede (accused) cost (coast cast).
15. Accost accustom crusty disobey disbelief (disbelieve) disable disperse dispose dispel (disciple) despair (disappear).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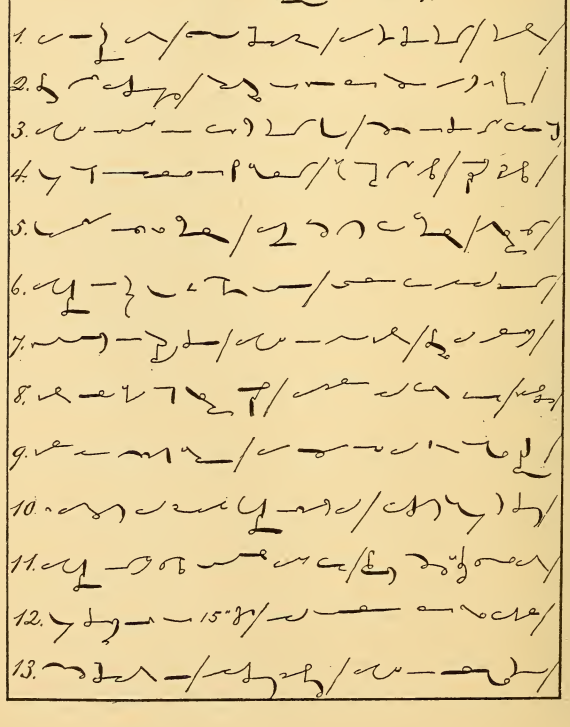
Passenger car. Personal property. In respect to
Out of the City. Where do you reside? House of Rep's.

14.



LESSON 15.

SUPPLEMENTARY EXERCISE 8.

Write the following words in accordance with the principles illustrated and explained in Lesson 9 and preceding Lessons:

1. Breeze breathe bravado brace (brays braze) breathless brassy broom broach broth brawl breach (breech) brim brink brandy bronze brewery brother-in-law.

2. Abbreviate outbreak abridge bribery debris fabric fibrous limber laborer laborious robbery barber barbarous harbor.

3. Prairie prune probe propitious prick prince prong pry prejudice prize (pries apprise) primary prudential pretentious premise prejudicial perfidy pernicious partake permeate.

4. Opprobrious apron apropos appropriate capricious copper cooper depress deeper vapor superb hamper whimper reproduce hopper principles (principals) principally unprincipled property properly probably paralysis paralyze prolific prolong prolix temporal prelude prelate corporal corporeal.

5. Greek greedy greasy grievance grief gruff grape group growth grown (groan) growing grove grip gritty grimy grin grab gravity granite grudge gorgeous.

6. Egress egregious agreeing aggravate begrudge program diagram tiger cigar engross engrave negro rigor growl.

7. Creek (creak) crease crave crow crank crook crash crush crazy chronic crown crevice crier crutch courageous.

8. Ochre baker backer broker breaker packer poker pucker kicker cracker crockery dicker decrease decorum ludicrous talker Tucker ticker sicker sucker thicker maker meeker mocker democracy recourse recur wrecker worker weaker Walker cruelly cruelty pickerel mackerel mercurial.

9. Dreary drapery drainage drove drawer drag drugs dregs drum dram (drachm) drawback drawn drown drayage odor redress dearly dearer endear endeared endearing reindeer.

10. Trap treat treatise tricky trim trashy trying trickery trapper trooper torpedo truck trier truly triumph tragedy trench betray obtrude perpetrate untrue penetrate retreat portray portrait putrid entreaty trill trellis patrol petroleum guttural electoral nostril neutrality neutralize portrayal.

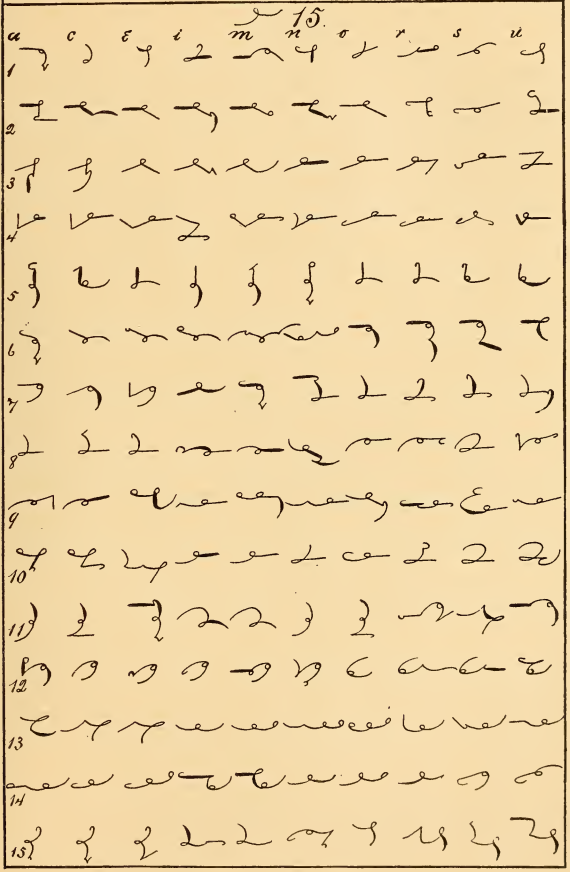
EXPLANATION OF PRINCIPLES.

11. This Lesson illustrates still further how the circle for *s*

is written between consonants: **2**–**a** to **4**–**u** show the circle written on the outside of the angle between two straight consonants; **5**–**a** to **10**–**u** show the circle written between a curve and a straight line, inside the curve; **11**–**a** to **15**–**e** show the circle written between two curves made with the same movement of the hand, inside both curves, and **15**–**i** to **u** show the circle written between curves which require a reversal of the movement of the hand between them. In such cases the circle is usually made inside the first curve and outside the second; this combination is, however, of infrequent occurrence.

KEY TO LESSON 15.

1. Testify first and-so-forth (etc. &c.) falsehood domestic unreasonable elsewhere legislature resemble useful
2. Dispatch disguise desk (disk dusk) discover discuss (disks desks) disorganize task (tusk) trespass tracer aforesaid.
3. Respectable respectful risk rescue rascal recede rest (rust receipt raced wrist) restore arrest tourist.
4. Pursue pursuit (poorest pierced) cursed (coursed) curiosity scarcity forced (fairest foresight) worst west (waste waist) whisky whilst.
5. Abusive obscene basis passive oppressive specify possess process (precise) person passing (piecing pacing).
6. Classify excess access (axis) success maximum excellence deceive disfavor disfigure disadvantage.
7. Tussle (tassel itself) receive parcel (parasol) releasing justify divest vast (vest voiced) velocity veracity (voracity) festival.
8. Fast (feast faced fist fussed) offset frost easiest suicide (secede) thanksgiving most (must mussed mist missed mast massed moist) mistake molest promissory.
9. Misrepresent misrule sensible honest sensitive nonsuit unskillful generosity amongst answer.
10. Sincerely sincerity financier lucid last (lost lest laced) list (least leased) enlist elicit solicit (solaced) celestial.
11. Vessel (vassal) vacillate diversify emphasize emphasis fossil (facile) facility atmosphere loathsome decisive.
12. Submissive muscle (mussel missile missal) himself morsel dismissal famously mason miscellaneous mucilage enormously.
13. Unassuming lonesome ransom unseen nuisance nonsense senseless pencil (pensile) cancel tensile.
14. Stencil yourself useless judiciously disadvantageously lessen (lesson loosen listen) license (looseness lessens lessons listens) larceny wholesale wholesome.
15. Philosophy falsify philosopher (falsifier) vicinity fasten mercenary unsafe repulsive offensive defensive.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b.

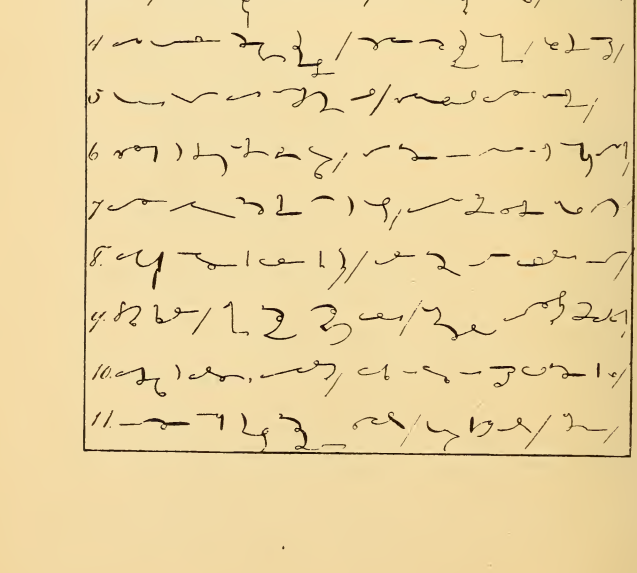
Bill of sale. First mortge In the first place Last week.

Enclose herewith At first " next " At last.

To receive. For the sake of " last " 2 " least

First class From city to city On receipt of Yours truly

15



LESSON 16.

SUPPLEMENTARY EXERCISE 9.

Write the following words in accordance with the principles illustrated and explained in Lesson 10 and preceding Lessons:

1. Overawe overbalance overbearing overpower overcome overdo overtake overtime overshoe overshadow oversee oversight overload overlay overlook overreach overwork moreover evermore everliving verity wherever whichever avoirdupois verbose verbiage verdancy vortex beaver engraver uncover diver Dover tavern trover shaver shiver savor sever sovereign mover knavery lover rover reverie reverential perverse.

2. Freak frees (freeze frieze) freely freer froze frill frock fry frown fractious fracas frothy France French frenzy frail frolic frigid afresh affray effervesce pharmacy fervency fervor buffer briefer coffer deafer sufferer camphor loafer refresh.

3. Shriek shrunk shrine shrubbery glacier crusher fiduciary fresher shore sea-shore enshrine censure harsher cheerfully pitcher capture architecture tincture juncture ditcher richer torture forfeiture naturally naturalize unnatural ill-nature.

4. Azure ozier treasury treasurer perjury perjurer gauger drudgery verdure forgery wager jerk granger lounger ginger.

5. Narrative nervous nourish nurse anarchy enervating unripe unremitting pioneer ignoramus trainer thinner demeanor domineer runner burner foreigner forerunner joiner remunerate degenerate unregenerate singer hanger. Bother (bather) otherwise thrash throb throng throne (thrown) overthrow.

6. Layer lower (lore) liar (lyre) lure lurk lurid solar healer miller jewelry bachelor taller shriller learned learning larger largely enlarge familiarize familiarly familiarity unfamiliar.

7. Mercury mercy mirth murmur marine mariner mourner mirror demur demure drummer dreamer temerity remorse armor (Armour) armory humor humorous hemorrhage tumor.

EXPLANATION OF PRINCIPLES.

9. The circle is made on the left-hand side of *p* and the under side of *k* and *t*, at the beginning of those letters, to express the trifthongal consonant sounds *spr*, *skr* (*scr*) and *str*, both initial and medial in words.

10. **1**-**s** to **3**-**m** show how *spr* is written in words—**2**-**o** to **3**-**c** showing its use for the prefix *super*—in **3**-**m** the *r-hook* must be

shown, and in **3–n–o** the circle is placed on the left-hand side of *b* for the sake of brevity and distinction in these frequent words.

11. **3–r** to **5–i** show how *skr* is written in words.

12. **5–m** to **8–m** show how *str* is written in words—in the last two words of this reference the direction of the consonants is such that it is necessary to show the *r-hook*, and in **8–n–o** the circle is written on the under side of *d* for *sdr*.

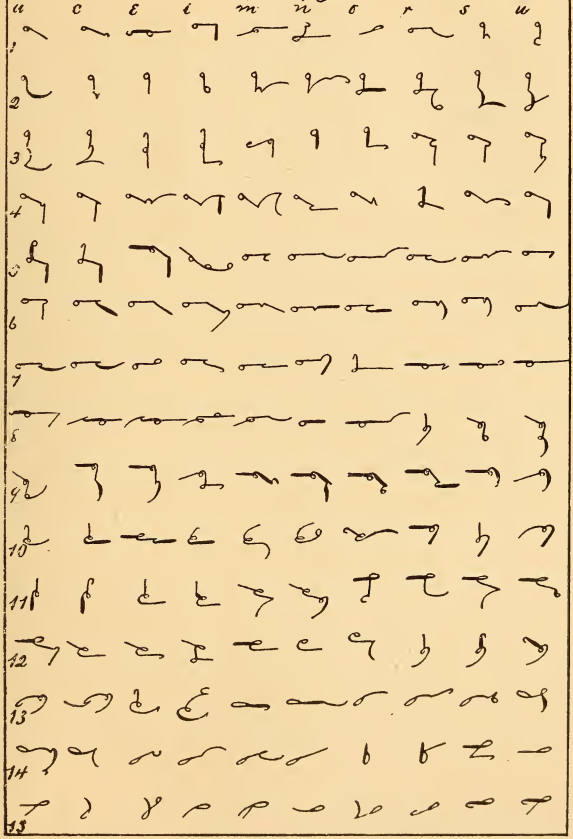
13. **8–r** to **13–i** show the circle written inside the various hooks. The circle should be made small and care taken not to distort the hooks, as distinctions between words often depend upon their relative sizes.

14. **13–m** to **15–r** show the use of a loop for *kst* and *ext* and in the last two words this loop is used for *gst*.

KEY TO LESSON 16.

1. Secure secretary administer disturb remonstrate illustrate request strength spree spray.
2. Spring (sprung) spry supper suppress supreme supremacy supersede superstitious supervise supervisor.
3. Superfine superfluous prosper prosperity whisper sober sobriety scrape scrip scripture.
4. Scrap scruple scream scramble skirmish scratch (screech) screw obscure secrecy scrub (scribe).
5. Subscribe prescribe describe excrescence stray straighten (straiten) stratum strain stream straw.
6. Strip struggle (straggle) stroke (struck) stricture strike stride straddle strive strife strong.
7. String stringer stress strictly stretch stranger prostrate destroy distress demonstrate
8. Administrator register magistrate mistrust restrain sadder desideratum posture (pasture) express expressive.
9. Expressly disapprove disapproval reciprocity disagree disagreeable disgrace discourage deceiver receiver.
10. Prisoner passage discharge message mischief misuse crosswise displeasure passenger messenger.
11. Possible (passable) plausible pistol postal exclaim exclusively display discipline disclaim disclose.
12. Disclosure extol (Castile) costly explicit distill still (settle style) stylish peaceful blissful graceful.
13. Merciful unmerciful personally amusingly (amazingly) custody custodian custom (costume) customary custom-house extensive.
14. Extensively extinguish extra extreme external exterior boxed (biggest) book-store dexterity taxed (text).
15. Texture fixed fixtures mixed mixture next forecast weakest druggist drug-store.

16



Pls ackn'lg rec't — Abstract of title — From first to last.

Purchase price — Sec'y and Treas. — Next time

Will cost — Reg. of Deeds — " week

It " " — Next day. — " year

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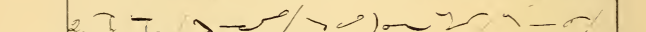
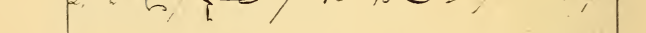
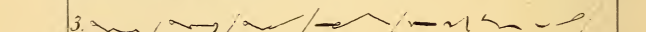
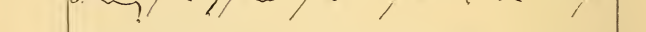
3. 

4. 

5. 

6. 

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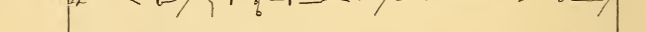
8. 

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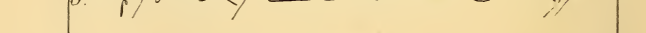
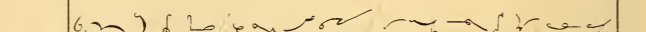
10. 

11. 

LESSON 17.

SUPPLEMENTARY EXERCISE 10.

Write the following words in accordance with the principles illustrated and explained in Lesson 11 and preceding Lessons:

1. Bleak blameless bloom blemish blown blur bleach ably able-bodied gable gobble navigable irrevocable doubly audible eatable veritable feeble fable affable sociable appreciable blamable preamble ramble rumble jumble abominable nimble rabble rebel rubble endurable venerable jubilee irreproachable waybills tumbler grumbler tabular tubular globular warbler

2. Plague player pliable plug plumber plainer (planer) pulverize applause pilgrim pilfer propel propeller perplex grapple deeply deploy diploma deplore topple overplus crumple dimple temple trample rumple replace replevin pleasurable sharply replies replied replying employe unemployed reemploy

3. Glean glib glum globe glove glaze glare (glair) glazier bugle giggle frugal legalize illegally wiggle juggle joggle glorious glorify gloried telegraphic telegrapher telegraphy.

4. Clique clay clothier clinch cling clap clash clog culpable clew cloudy clumsy calamity clamor cleanse cleaner cholera clung clutch college buckle diabolical pickle tropical proclivity methodical tickle tackle vocal shackles physically sickle sickly cyclone fiscal thickly chemical numerical nickel knuckle nucleus chronicle tyrannical frankly reckless reclaim recall foreclosure logical ocular secular vascular muscular jocular alkali weekly collected collecting collective collector recollect

5. Dilapidated delayed deluded deleterious dilatory deluge boodle rapidly cradle credulity fidelity saddle remodel needle candle kindle ladle riddle curdle waddle widely.

6. Brutality subtile reptile entitle vitality victuals fatally fatality subtle subtlety settle unsettled versatility metallic ventilate mantle (mantel) volatile foretell fertile fertility portly wattle whittle whittlings chattel.

EXPLANATION OF PRINCIPLES.

7. This Lesson illustrates further uses of the circle. **3–r** to **7–r** show the use of the circle with vowels. A careful study of the word-forms will give a better understanding of them

than would the study of any description. Care should be taken to make the circle small and not distort the vowels. With practice these can be made with quickness and accuracy, and their use makes the words definite.

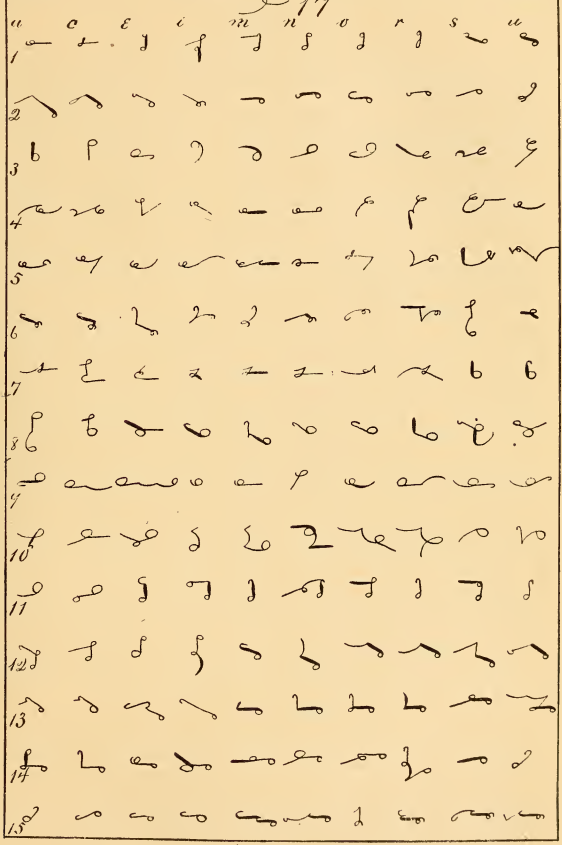
8. **7**–**s** to **11**–**c** show the use of the double-sized circle for *s*–*s*, *s*–*z* with a short vowel between them.

9. **11**–**e** to **15**–**u** show the use of the circle, usually at the end of the word, and on the left or under side of straight letters only, at their ends, to express a following *ance*, *ence* or *ness*; made double size it reads *ances* or *ences*.

KEY TO LESSON 17.

1. Astonish almost absence responsible temperance expense experience experienced ignorance significance.
2. Recognize (recognizance) extravagance accordance currency defense admittance deliverance attendance reference solvency.
3. Business suspect society satisfy themselves ourselves yourselves gainsay hearsay assayer.
4. Mason erase aspire ask acid (aside) assets assume assemble assimilate assign.
5. Assignee assignor assail asylum assuage east austere foresee bull's-eye ice-cream.
6. Glassy glossy proxy flimsy fallacy rosy mercy diplomacy auspicious whoso.
7. Lawsuit hospital hostile howso outside outset ensue music bosses (busses) blesses.
8. Suspicious auspices exist glasses (glosses) progresses crosses classes boxes accessible successor.
9. Dresses (addresses) sustain sustenance assess assist assessor assessing system necessity necessary,
10. Necessarily resist exercise offices offenses dissatisfied enthusiastic enthusiasm misses (masses messes) promises.
11. Losses (loses) sources abeyance disturbance remembrance resemblance dispense appearance disappearance appliance.
12. Correspondence response expenses expensive glance forgiveness negligence elegance repugnance arrogance.
13. Occurrence occurrences weakness correctness audience prudence precedence evidence residence non-residence.
14. Substance pretense assistance existence distance resistance remonstrance perseverance reliance assurance.
15. Assurances once (ones) chance chances diligence allegiance occupancy agency emergency urgency.

17



2

Place of business Owner's risk In accordance with Just so

At once. For instance In this instance as soon as

In reference to Justice of the Peace From house to house well

With In most cases long

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LESSON 18.

SUPPLEMENTARY EXERCISE 11.

Write the following words in accordance with the principles illustrated and explained in Lesson 12 and preceding Lessons:

1. Valuable voluble voluptuous volcano validity valise villainous vulnerable evolve bevel gavel devil frivolity civility civilize uncivil marvelous novelty naval anvil carnival jovial shrivel shrievalty revolve vulgarity cavalry chivalry rivalry.

2. Fleece (flees fleas) flue (flew) flows (floes) flowing fling flash flush flounce flabby flap fleshy flame phlegm flank flung offal afflatus affluence affiliated fallible fallacy befall buffalo playful wakeful pitiful bountiful overflow youthful mouthful triumphal mournful wrongful unlawfully woful joyful flourish flooring floral trifler muffler.

3. Nullify analogous analytic annals penal panel colonial venality vanilla finally thinly marginal ammonial granulated.

4. Mellow melody mulberry malleable mulatto maltreat mail-train malevolence militia malicious melancholy millennium milliner millennial multitude multifarious.

5. Wall well-being welfare bewail farewell unwell unwieldy Wheeler whaling wheelbarrow awhile worldly worldliness.

6. Yellow yelp yawl yolk bibulous populous populace eulogy unyielding nebula nebulous amulet tremulous depopulate.

7. Relapse relax rollicking relevance irrelevance ruling unruled railery religious oral apparel nonpareil plural purlieu purloin girlish gorilla Carl carol curly coral corollary darling virile overrule unfurl ferule fairly primarily memorial laurel aerial realty garrulous editorial territorial dictatorial mayoralty morality moralize ephemeral admiral neuralgia reroll.

EXPLANATION OF PRINCIPLES.

8. Referring to page 31, paragraf 2, wherein is mentioned a law in regard to the association of sounds in speaking, light (whispered) consonant letters are made half length to imply a *t* immediately following and without an intervening vowel; see *apt*, *packed*, *gift*, *pushed*, etc. The same principle of abbreviation is extended to include consonant letters, both whispered and spoken, where there is a vowel between such consonant and the following *t*. In such cases, wherever practicable, the vowel should be written. This makes the written word, tho greatly abbreviated, as legible as tho written in full.

9. In **2-n** is illustrated a termination device used by some writers—that of representing *ality* by its initial vowel, short *a*. It may be used in such words as *brutality*, *locality*, *reality*, etc.

10. There is also illustrated in the Lesson the additional precaution, adopted by some writers, of tapering to a point a shaded consonant when made half length to imply a following *t*. If up to this point you have been careless as to the length of the letters in your practice writing, you must now train your hand to exactness in this direction and make the necessary distinctions in length. While these letters may not be made precisely half length they must be made enuf shorter than full-length letters so the distinction shall be well marked, and enuf longer than the dash vowels so that no uncertainty shall arise from this source. To make a dash vowel it is only necessary to feel the pen or pencil start in its proper direction, moving just far enuf to fix the direction and character of the stroke.

KEY TO LESSON 18.

1. Beauty built distribute part party appurtenances apparatus politics political accept.
2. Liberty captain bankrupt guilt (gilt) guilty legality greatness market court distinct.
3. Difficult duplicate triplicate recapitulate abut abate about habit bought beautiful.
4. Bottom better blight exhibit corroborate debate debit deliberate tribute liberate.
5. Celebrate rebate arbitrary apt pit put pet acceptance apart operate.
6. Particle particular partner platform participate purport deceptive dispute adopt (adapt) depart.
7. Desperate kept except corrupt co-operate corporate expert (export) script stopped (stepped stooped) stripped.
8. Shipped (shopped) spot spirit sport (support) separate sprout repeat repute report gate (gait).
9. Aggregate delegate regulate grateful get forget regret figurative negative act.
10. Active actively acute actual crate create cotton catalog cottage pact (packed).
11. Pocket aspect prosecute persecute speculate exact execute calculate deduct ticket.
12. Strict district vacate victim fact affect effect effectual defect secret.
13. Secrete security democrat looked (locked) locate delicate elect select reflect erect.
14. Direct rectify circuit circulate educate reject date vote cultivate culvert.
15. Elevate fit foot fight fruit flight shaft soft fatigue gift.

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Able to say } Party of the first part } Appellate Court } For it
" " show } For the most } Superior " } Of "
" " make } Part and parcel } Supreme " } Is "
Please accept } State law } Circuit " } Statute law

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LESSON 19.

SUPPLEMENTARY EXERCISE 12.

Write the following words in accordance with the principles illustrated and explained in Lesson 13 and preceding Lessons:

1. Speedy spear spark spoon spool Spanish spine spun spur spurn spire speechless spiral.

2. Skein scoop scope skip skiff skim scoff scanty scalp scorn scorch scourge sky scowl scour skull (scull) skeleton scurrilous.

3. Steerage stainless staying stage star starch stows story storage stalk sticky stiffen sting stigma stagger staff stew studio studious stubborn stubble stumble stupefy stoppage steeper steeple steadily steadiness stuff stays stem stamina stony stated stench stung stealth stultify stern stitch stimulate stimulus sterile sterling.

4. Spherical smoky smutty smack smirch smudge smutch smuggler sneeze sneer snake snail snowing snore snappish snipe snub snob sneak snuff snare snatch snarl.

5. Sleepy sleeper sleeve (sleave) sliver slay (sleigh) slavery slain slaying (sleighing) sloop sluice slow (sloe) slab slap slag slash slam slumber slums slang slice slime slop slug slovenly slough slung sledge slouchy.

6. Sways swathe swain swaying suavity swath soiree swarm Swiss swine swoon swung swallow,

7. Subdue subdivide submerge suburbs sabbath sagacious escutcheon sex suck succumb psychic secular sedate seditious seduce suddenly settee set-to set-off satin satan satanic satiety satellite seven savant souvenir severely safety simplify seems sums summing sameness somehow summarize sumptuary sympathize simultaneous sausage sunrise sensual synonymous sanity sanitary sung sanguine sanguinary sanctity sanctuary salutary.

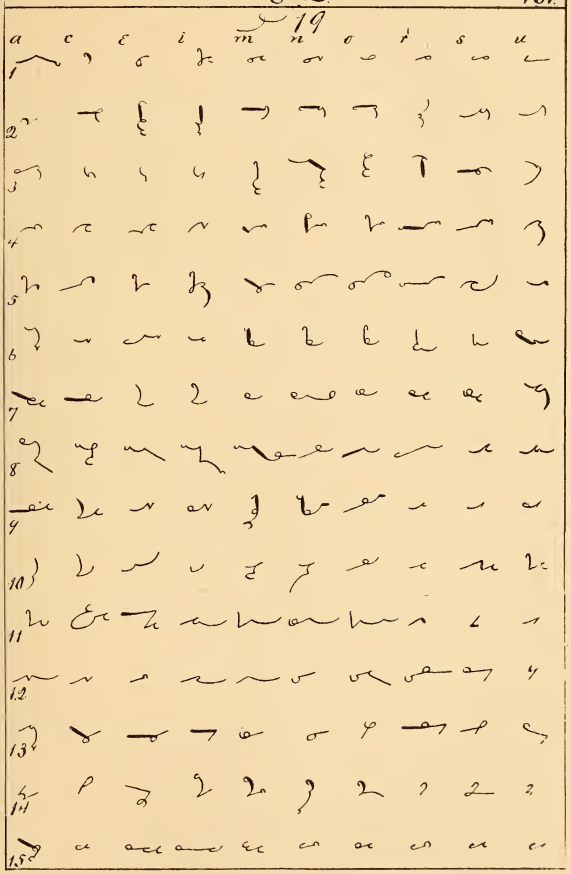
8. Surreptitious surpass surplus circus surveyor servitude survivor surviving servile surf (serf) surfeit surface surname surloin seraph surcharge serenity seriously seriousness surly surgeon surgical surgery sorrowful sordid sordidness.

EXPLANATION OF PRINCIPLES.

9. This Lesson still further illustrates the application to consonants of the half-length principle to imply a following *t*.

KEY TO LESSON 19.

1. Locality virtue somewhat approximate certificate certify notwithstanding remittance witness automatic.
2. Hereto distinguished substantiate benefit default draft (draught) drift lift laughed left.
3. Swift sheet shut shout appreciate negotiate associate suitable desist thoughtful.
4. Meet (meat mete) mate estimate might (mite) omit submit permit admit remit motive.
5. Promote remote prompt presumptive exempt sometime (symptom) sometimes (symptoms) attempt mutual note.
6. Notify night (knight) unite net absent present pleasant paint patent significant.
7. Exonerate decent (descent) faint (feint fount) front scent (sent cent) sentence assent (ascent) senate assassinate native.
8. Scientific anticipate antic (antique) antipathy antagonist recent (resent) relent warrant late latent.
9. Desolate violate light slight (sleight) obsolete absolute resolute let lot slot.
10. Felt fault little ult. ultimate ultimatum result rate arbitrate prorate.
11. Pro rata ameliorate deteriorate retain pertain ascertain pertinent wrote (rote) root (route) rot.
12. Wrought-iron write (rite wright right) writ written rotten art article artist start heart (hart).
13. Ratify exert desert (dessert) dirt assert sort assort distort resort escort (skirt).
14. Retort extort courtesy effort severity virtually virtuous short shortest charity.
15. Exaggerate yet situate-d (saturate-d) statute await wit sweat wheat whet what.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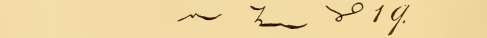
b At present. n Annual meeting. 3 House and lot.

b " the " time. 7 " report 3 Let us.

7 " any " b Promissory note. d First rate.



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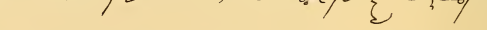
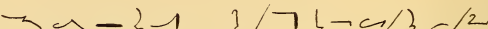
5. 

6. 

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LESSON 20.

SUPPLEMENTARY EXERCISE 13.

Write the following words in accordance with the principles illustrated and explained in Lesson 14 and preceding Lessons:

1. Razor hesitate housed exude hogshead closet desirable disarm presidency presidential appraiser non-observance barbarism spasm pauperism presumable dismal methodism dishonor treasonable reprisal chisel unwisely uncivilized usurp muzzle denizen venison cognizance miasma mesmerism.

2. Perspicuity precipitate prospectively cask excusable decidedly undecided dusty tastily methodist detest deceitfully distemper distillery foretaste trusty trustee atrocity majesty majestic justice joist chest chastity chastise racer sorcerer.

3. Bask (basque) beside subsidize subsidiary embassador best boast bust beast baste (based) beset breast abreast obesity abstinence robust subserve placid outpost post-mark pastime upset upstairs prestige depressed oppressed oppressor repast rapacity keepsake multiplicity aghast aggressor glycerine flexible tax-payer expedite pestiferous exceed crisp crusade caustic costly key-stone excite excitable excited exit sixty sixteen sexton outcast Christ (crest crust) cursory disbar despicable despise predisposed disparage disgorge dusky producer disrespect disrelish purchaser telescope trespasser noticeable forcible rasp recipe respective irrespective respectively respectfully forceps risky burlesque rusty rustic restless aristocracy erased burst versed forest ferocity thirst theorist somerset farcical forestall wasp wisp wasteful worsted whist.

EXPLANATION OF PRINCIPLES.

4. Consonant letters, representing spoken sounds, are made half length to imply a following *d*, without an intervening vowel, as in *robed*, *dogged*, *received*, *named*, *send*, *old board*, etc. This halving principle is also extended to include consonant letters representing whispered sounds, in which cases there is a vowel between such letter and the following *d*, which vowel should be written on the end of the halved, light letter where practicable. Practically no difficulty is experienced in reading from using the half length letters to imply both *d* and *t*; for, in most cases, but one of the implied letters could be used and make a word.

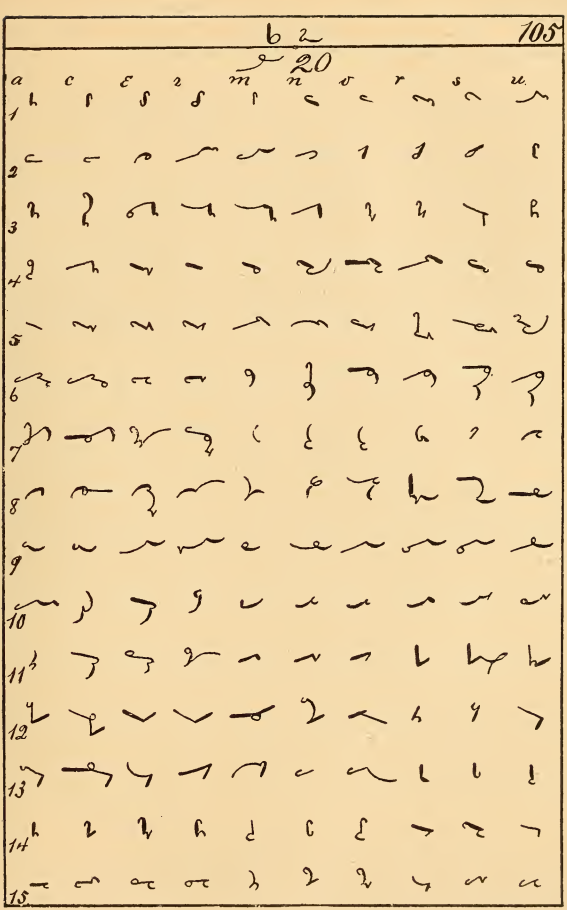
5. *M*, *n*, *l* and *r* are shaded when made half length to imply a following *d*. Leaving these letters light when halved to imply a following *t*, and shading them when halved to imply a following *d*, enable us to make distinctions between such

words as *made* and *mate*, *need* and *neat*, *laid* and *late*, *ride* and *write*, etc. The letter *ing* is never made half length, but this shaded, halved character is always *nd*.

6. **13-r** to **15-u** gives a short list of words of one syllable in which the halved letter is followed by both *d* and *t*. There is little danger of confusion in reading, as the vowel is written and the choice is narrowed down to one of two words. If, however, the student is doubtful of his ability to read the words in which both letters are so implied, he should write the more frequently used word in the abbreviated form and the less frequent word in full until practice develops sufficient confidence and skill to enable him to use the words as given.

KEY TO LESSON 20.

1. Body build (billed) building buildings pulled gold called (cold killed) credit carload liquid.
2. Told toward merchandise remedy beyond referred ordinary ordinance extraordinary blood.
3. Breed everybody somebody anybody nobody robbed (robed rubbed) pride (pried) proud coupled speed.
4. Spread rapid guide good goodness gradual degrade regard glad gladness (gladdens).
5. Could cried crude crowd record sacred cloud preclude exclude schedule.
6. Wicked wickedness trade dried saved perceived deceived received dissolved resolved.
7. Preserved deserved freedom classified should shade shed shadow shared (assured) made (maid).
8. Mode (mowed) modest (midst) modify madam (medium) formed assumed named behind defend (defined) descend.
9. End hand loaned (land lend) island send (sand) unsound round (rained reigned) around surround reasoned.
10. Window field gild (guild) hailed old (hold holed) laid (lade) led load (lode) loud slide.
11. Lead keeled skilled seldom rode (road rowed) ride rod bird (board bored) burdensome period (peered).
12. Appeared expired guard card desired afford radical (radicle ridicule) read (reed) hard cord (chord).
13. Accord discord third railroad measured wood (would) width Bowed (bode boat) bad (bade bat) bed (bet).
14. Bid (bit) broad (brought) bride (bright) bleed (bleat) paid (pate) plaid (plat Platte) played (plate plait) God (got) grade (great grate) code (coat).
15. Dead (debt) treed (treat) stayed (staid state) strayed (strait straight) feed (feet feat) fraud (fraught) fried (fright) thawed (thought) wide (wight) wade (weighed weight wait).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2

In the third place. Board of Management Duly received
Party of the third part Member of the Board Court of Record
Paid in full School Board There is hardly
Piece of land Stock Yards Household goods
Board of Trade It seemed to me " Furniture
Directors In regard to Ordinary course of business

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LESSON 21.

SUPPLEMENTARY EXERCISE 14.

Write the following words in accordance with the principles illustrated and explained in Lesson 15 and preceding Lessons:

1. Blasphemy blossom basin obeisance blessing bustle obsolete absolve perceive pacify pacific specific capsize dispossess placing pusillanimous priceless gossamer guessing glisten grossly aggressive progressive vigorously vexatious unsuccessful crisis axiom Christmas buxom maxim fac-simile irksome casing castle excel closely book-seller delusive decease dismay dismiss dismantle decimal meddlesome decency dressing docile disloyal dislodge tossing derisive recess tiresome arsenal arsenic pursuance receivable variously prodigiously justifiable rejoicing unrighteousness vouchsafe.

2. Frisky fresco flask serviceable devastate vested diversity traversed travesty perversity vivacity anniversary festivity fastidious steadfast breakfast deficit felicitate falsity socialist busiest noisiest laziest basest saucer admissible misgiving promiscuous namesake misdeed misdemeanor uppermost utmost misty musty chemist mustache molest animosity unmistakable municipality ransack fancied rancid linseed honestly sunset tenacity amnesty nicety against nonsuit unsuitable unsteady unsightly sincerity unanswerable lisp elucidate enlist lustily unbalanced solicitude solicitous largest yeast.

3. Diffusive facilitate fee-simple phosphorous missive massive advantageously humorsome domicil maliciously misnomer remorseless unseemly nonsensical nestle unsalable counsel council chancellor enslave colossal toilsome loosely fastening usefully usefulness.

EXPLANATION OF PRINCIPLES.

4. Straight, consonant letters are made half length and ended with a small hook on the right or upper side to imply a following *ant, ent, and, end.* The hook is made on the left or under side of half-length, straight consonants, at the end, to imply *nt, nd,* preceded by the other vowels and difthongs. The small hook is made in the inside of half-length, curved

consonants, at the end, to imply a following *nt*, *nd*, preceded by any of the vowels or vowel-difthongs, as shown in the Lesson.

KEY TO LESSON 21.

1. Applicant occupant opponent apprentice penitentiary plenty could not can not mercantile subsequent.
2. Frequent delinquent extravagant accident appointment government document acknowledgment bond (bound bind) bonds (bounds binds).
3. Abound abundant blind brand husband abandon opened happened pending depend.
4. Suspend correspond respond grind (ground) kindness kindly second seconds dividend attend.
5. Attendant pretend turned stand find (found fond fund) refined (refund) signed (sound) remind examined diamond.
6. Demand remand returned adjourned appoint disappoint aspirant print repent recipient.
7. Plant (planned) elegant litigant account discount discounts client clients vacant don't.
8. Prudent president (precedent) disobedient evident resident attentive assistant event servant affiant.
9. Patient ancient violent affluent excellent rent apparent current agent gentle.
10. Merchant want (won't) went bend (band bent) penned (panned pent pant) pound (point) grand (grant) kind (count) kinds (counts) tend (tent).
11. Extend (extent) distend (distant) friend (front) mind (mount) mend (manned meant) amend (amount) mental abutment basement establishment.
12. Apartment disappointment reappointment payment experiment shipment development supplement appraisement fragment.
13. Argument agreement disagreement claimant endowment statement treatment settlement astonishment excitement.
14. Movement punishment moment amendment amazement assessment sentiment assignment announcement postponement.
15. Ornament embankment employment measurement assortment garment element adjustment judgment attachment.

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2.

Per hundred pounds — To a certain extent — Earliest possible moment

Party of the second part — President of the Company — Passenger Agent

Second class — Don't know — Enclosed find

In the second place — At all events — " please "

Stocks and bonds — For a moment — Statement of assessment.

To some extent — Earliest moment — Annual Statement.

21

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LESSON 22.

SUPPLEMENTARY EXERCISE 15.

Write the following words in accordance with the principles illustrated and explained in Lesson 16 and preceding Lessons:

1. Sprain sprawl spruce sprays sprightly sparkle supremely supersedeas supercilious supervene superficies superficial supernumerary superannuated supernal prosperous

2. Escrow scribble ascribe superscribe obscurity scraper scrupulous screen secretly execrable.

3. Strawberry strap stripe outstrip streak stratify strategy strategical stratagem strove streamer strenuous strung strongly stretched astray astronomy awestruck bestride abstruse obstreperous duster distressed distrust destroyer **administrative** administratrix frustrate rostrum adjuster registry Chester taciturn startle ostrich outstretched homestretch.

4. Possibly supposable irrepressible briskly classical exclusive splash crystal reciprocal disgraceful discourse discursive decisively disuse offspring massacre exigency disobliging displease forswear persuasive praiseworthy misjudge side-saddle wheresoever whichsoever moisture gesture expostulate

5. Castigate ecstatic ecstasy extempore extemporize extemporaneous extensive extinct extrajudicial extirpate extricate extremely extremity exterminator extraneous external extrinsic blackest coaxed dextrous textile pretext trickster text-book stickiest strictest vexed sickest thickest downcast rankest longest luckiest slickest huckster quickest.

EXPLANATION OF PRINCIPLES.

6. Consonant letters are made twice their usual length to imply a *tr* or *dr* after them. The vowel which comes between such letter and the following *tr* or *dr* should be written wherever practicable.

7. **2**–**a** to **5**–**e** show straight consonants lengthened to imply *tr*; **2**–**n** to **u** show a double-length *k* ending with a small hook on the upper side for *counter*; **5**–**i**–**m** show straight letters doubled to imply *dr*, the *r* in the former being shaded to distinguish *rdr* from *rtr*, and **5**–**n**–**o**–**r** show three straight letters lengthened and shaded at the end to imply a following *ther*.

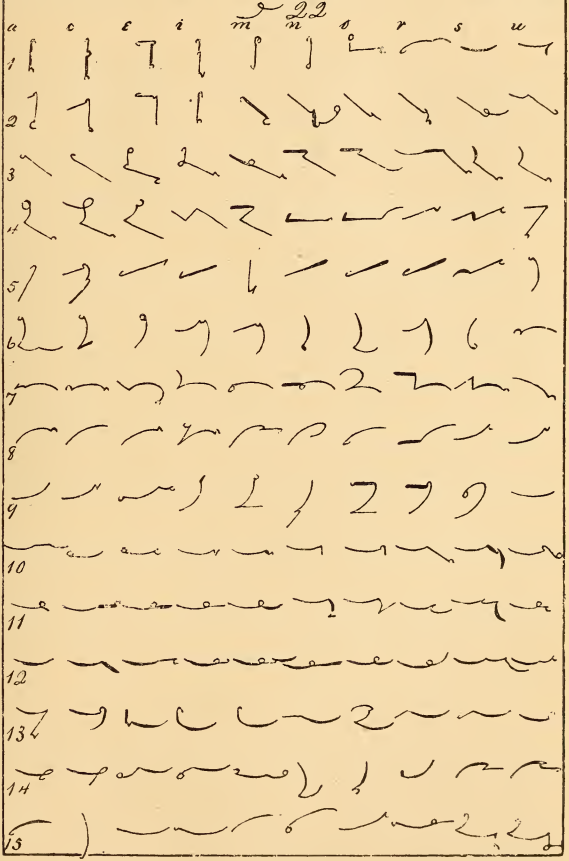
8. **5**–**u** to **11**–**u** show curved consonants made twice their usual length to imply a following *tr*, and **12**–**a** to **15**–**a** show

curved letters made double length to imply a following *dr*. *M*, *n* and *l* are shaded when made double length to imply *dr*. to distinguish them from the same letters when lengthened to imply *tr*

9. In a few words, **15–c** to **u**, curved consonants are made three times their usual length to imply a following *thr*. either spoken or whispered. *There*. *their* may be expressed, when following words ending with a curved letter, by making such curved letter three times its usual length. See examples in Writing and Reading Exercise: also *the other* in frases, *by the other*, *in the other*, etc., lines 6 and 7 same Exercise.

KEY TO LESSON 22.

1. Builder prohibitory tributary proprietor splendor preponderance spectator meritorious hundred intermediate.
2. Operator reporter chapter poultry greater (grater grader) counterbalance counteract counterfeit countersign encounter.
3. Actor collector speculator prosecutor executor doctor doctrine introductory victory factory.
4. Satisfactory unsatisfactory elector character director auditor auditorium writer arbitrator territory.
5. Charter refrigerator water order powder rather weather (wether wither) whether (whither) moderator after.
6. Afternoon afterward softer laughter rafter voter veteran elevator shatter Easter.
7. Oyster history catastrophe faster (foster) sister disaster solicitor depositor repository theater.
8. Meter matter mature armature maturity material mortar diameter later latter.
9. Letter lighter alternate alter (altar halter) illiterate literature adulterate defaulter smelter enter.
10. Entertain center senator niter (entire) notary interrupt interpret interrogatory interrogative intercourse.
11. Intersect introduce intercede interest (intrust) interesting interview interfere internal interchange interstate.
12. Under undergo undertake understand understanding understood undersigned undersell underneath underlay.
13. Underwriter undervalue binder blunder (blinder) plunder tender cylinder render wonder (wander) endorse.
14. Endorsement endorser slender surrender hindrance federal leader older (holder) moderate moderately.
15. Murder father (farther further) neither (nether) another mother smother leather anthracite philanthropy philanthropist.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2

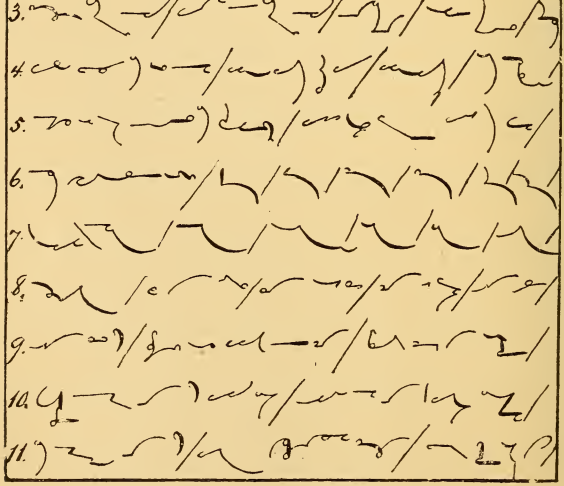
State whether or not — A moderate amount — Are there (their)

Brother & sister — In order to — Hear

As a matter of fact — Whether or not — Were there

Sooner or later — Your letter — Where

22.



LESSON 23.

SUPPLEMENTARY EXERCISE 16.

Write the following words in accordance with the principles illustrated and explained in Lesson 17 and preceding Lessons:

1. Aspen asperse asperity acidity assiduous ascetic astute assuming assembly asleep assay acerbity oasis iceberg Isaac isothermal isinglass Israel asparagus bonanza erase Austin allspice Osborn ostensible ostentatious galaxy gazette piazza prosaic morass ossify puissant pursuer raciness rosette whipsaw tea-spoon.

2. Sess-pool assisted assassin possessor abscess business-like subsist presses synopsis guesses crossest accessory vexes fixes mixes predecessor dissimilar dissimilarity trusses vicissitudes fences fancies synthesis enthusiast paroxysm senses essences glimpses molasses analysis diagnosis amanuensis Genesis necessitate ancestor ancestry ancestral unseasonable unnecessary forces horses persist resuscitate resistless irresistible uses yes sir.

3. Bounce semblance exuberance forbearance turbulence pounce dispenses suspense corpulence expanse responses responsive irresponsible appearances non-appearance re-appearance glances fragrance flagrance repugnance askance truculence recurrence opulence guidance credence evidences diffidence durance endurance residences tense trance trances utterance substances subsistence pittance pre-existence non-existence penitence entrance remonstrances non-resistance reverence deference adherence tolerance weakness luxuriance divergence effulgence perchance petulance virulence

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EXPLANATION OF PRINCIPLES.

4. The use of a small hook for *n* in some short and frequent words and in some longer words of less frequency, as shown, where its use does not lessen the legibility, adds considerably to the ease and speed of writing. In **3**–**o** to **u** the hook is used to advantage for *kn*. The distinction between *man* and *men*, lines four and five, will be found useful, not only in the single words but in the derivatives and compounds. **12**–**o**–**r**–**s** illustrate a way of expressing *ndr*, used by some writers.

5. **13**–**a** to **14**–**u** show the use of a small hook on the right or upper side of straight consonants and inside of curves, at the

end of the word-form, to express the termination *yun* (*ion*, *une*); it occurs in but few words, which are readily mastered.

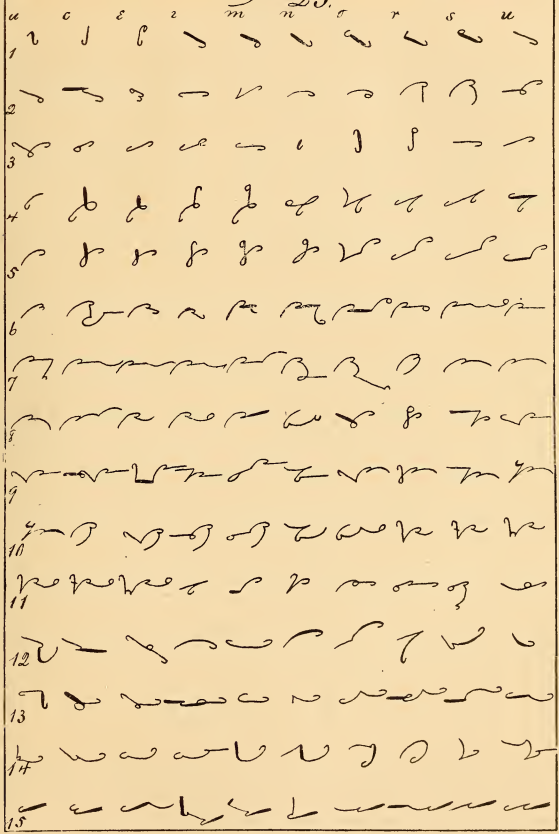
6. **15-a** to **u** show *w* shaded to imply a following *rd*.

7. In line 4 and following, page 118, is a brief hook-method of expressing the word *one* following a few short, frequently occurring words. Thus are formed some very common, quickly spoken frases, which must have very easily and quickly made forms to represent them. This method of representing *one* should be confined to a small list of frequent frases, as given, and no attempt made to represent the word as it occurs generally, in this way.

KEY TO LESSON 23.

1. Obtain opinion explain begin begins began again organ suggestion question.
2. Questions decline scrutiny turn return seen (scene) since monopoly manufacture testimony.
3. Cross-examine certain one (won) western children when broken spoken taken reckon.
4. Man business-man bondsman policeman express-man salesman fireman woman workman gentleman.
5. Men (mean mien) business-men bondsmen policemen express-men salesmen firemen women workmen gentlemen.
6. Money (many) manipulate mankind mendicant mandate mendacious mandamus maintains (mountains) maintenance minute.
7. Monetary maintain (mountain) mountainous monotony meantime manifest manufactory manful menace monster (minister).
8. Month minimum eminent eminence mineral manila examine specimen determine culminate.
9. Criminate discriminate predominate terminate exterminate nominate acrimonious parsimonious terminus harmonious.
10. Harmonize menial criminal testimonial ceremonial nominal manliness prominent permanent pre-eminent.
11. Prominence permanence pre-eminence remain human chairman mistaken certainty certainly uncertain.
12. Questionable questioned cross-question southern northern modern reminder remainder calender (calendar) than.
13. Tribune exhaustion Christian digestion Italian onion union disunion dominion genuine.
14. Pinion canon (canyon) alien alienate bullion rebellion civilian million fortune unfortunate.
15. Word (ward wired) award warden backward awkward upward onward downward reward wayward.

23.

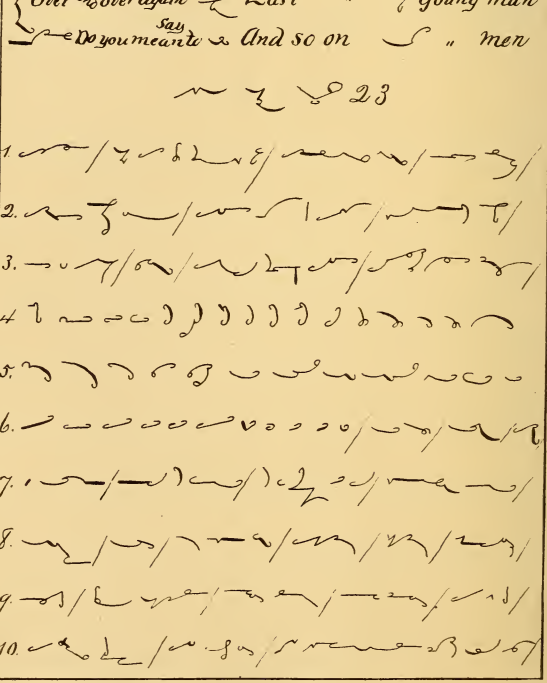


Again and again. Day of the month. Once in awhile

Begin again. Next " One of the best

Over and over again. Last " Young man

Do you mean to say. And so on " men



LESSON 24.

SUPPLEMENTARY EXERCISE 17.

Write the following words in accordance with the principles illustrated and explained in Lesson 18 and preceding Lessons:

1. Beautify bottomless verbatim steamboat thereabouts whereabouts roundabout debatable exorbitance British elaborate vibrate brighten brightens brightness tablet tabulate.

2. Bankrupt precept skipped skeptical carpet decrepit pulpit optimist capitulate proscriptive descriptive post-script dipped tipped tapped tripped trapped stooped shaped acceptable despotism receptive receptacle respite susceptible exasperate recuperate protuberance forepart mapped snapped leaped slipped sloped slept exculpate reaped rapt (wrapped wrapt rapped) disreputable abrupt perpetual swept swapped operative co-operative culprit partisan copartner sea-port portable purport perceptible perceptive split replete exploit.

3. Forgetful forgotten emigrate regretfully promulgate navigate irrigate corrugate abrogate mitigate propagate obligate subjugate gratify gratis gratitude gratuitous gritty.

4. Ached activity backed booked biscuit basket abdicate lubricate musket musquito overcoat re-enact actually bucketful bracket poked picket packet reciprocate casket coquet ticket-office exactness kicked cooked predict docked docket viaduct edict addicted talked tact (tacked) stocked tracked (tract) spectacle verdict effective effectually defective criticism fictitious suffocate afflict fluctuate flocked socket sect dissect skate Scotland scout skittish discreet (discrete) knocked vindictive vindicate syndicate precinct succinct defunct sanctum sanctify punctual leaked licked blanket dislocate medicate mulct raked erect racket react architect rocket circuitous recruit eradicate derelict walked decorate critic desecrate accurate practical practicable peculate gesticulate chocolate.

EXPLANATION OF PRINCIPLES.

5. **2-c** to **u**, *zr*, *sr* are represented by the circle and *r*, not by the hooked *z* and *s* as in the case of compounds of the *r-series*. This leaves the hooked *z* and *s* unused unless taken to represent some other combinations. They are used to represent the rather infrequent consonant difthongs *dw* and *tw*, as shown.

6. **3-a** to **7-u**, in English the sound *zh* seldom occurs except in connection with *n*, *l* and *r*, in which cases compound characters are used to represent the two sounds. Because of this the character, in its alfabetic form, is used to represent the

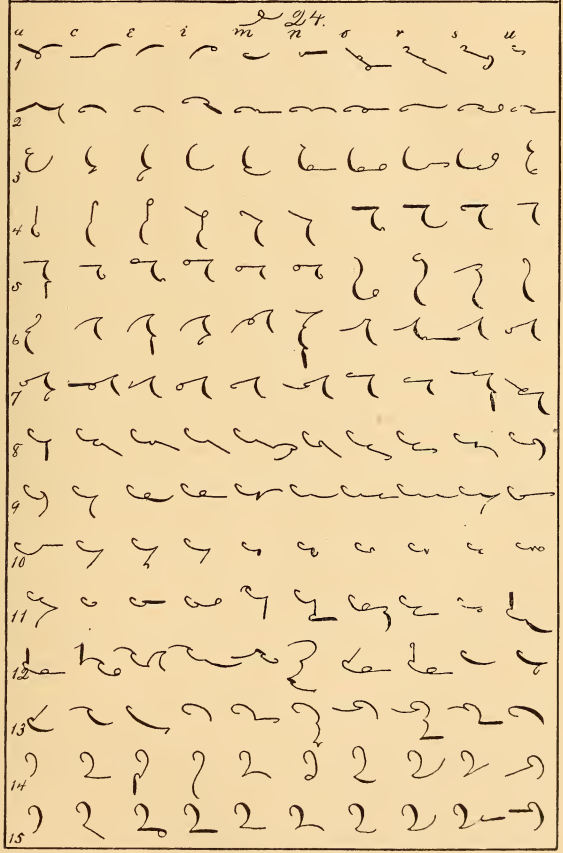
two sounds *ni*, shortening some very frequent words and not endangering the legibility.

7. **8**–**a** to **13**–**u**, neither *k* nor *w* could be further modified to represent the consonant difthong *qu* (*kw*), so another character, *th* with the curve downward, was taken, it being in the same direction as *k* and not used in any modification of the *th*. This hooked character is halved to imply *d* and *t*, lengthened to imply *dr* and *tr*, shaded (**12**–**s** to **13**–**e**) to imply a following *r*, and the hook enlarged to imply a following *l*, tho in the latter case the large-hooked character is usually made with the curve upward, as shown, the joinings being better and no modification of the *th* requiring this form. This large-hooked character is shaded for *qrl*, **13**–**u**. **14**–**a** to **u** show a large-hooked *f* for *prf*, and **15**–**a** to **u** show a large-hooked *v* for *prv*.

Frases in lines 1 and 2 of Writing and Reading Exercise, show *than* added to comparative adjectives, only, by a small hook on the right or upper side.

KEY TO LESSON 24.

1. Example temporary important importance longer adequate exquisite equivocal equivalent equity.
2. Relinquish dwell between twig twit twice twist twine (twain) twins twitch.
3. Angel enjoy enjoyment enjoin (engine) engineer unjust injustice ingenuity ingenious injudicious.
4. Pungent plunge sponge expunge cringe coinage dingy dungeon derange tinge.
5. Tangible tangent stingy strange (estrange) estranged stringent (astringent) vengeance avenge revenge fringe.
6. Flange manage manageable management mismanage unmanageable lunge longitude range arrange.
7. Arrangement disarrange orange syringe hinge unhinge change changed unchangeable exchange.
8. Quibble quake quack quick quicksilver quicker (quaker) quickly quietly quoth quiver (quaver).
9. Quaff quash quizzing quest qualm queen quench quinine quondam quantity.
10. Quilt queer query (quarry) quart quote quota quit quite quiet quietus.
11. Quitclaim quaint (acquaint) acquainted acquaintance equip equipage acquisitive acquittal acquiesce bequeathe.
12. Bequest obsequies squeamish squander eloquent soliloquy requisite perquisite quire (choir acquire) acquirement.
13. Require square (esquire) quarter equal quality (equality) qualify unequal unqualified squalid quarrel.
14. Proof profit profitable proficient preface profess profound profile prefer reproof.
15. Prove provoke providence provide private previous prevent prevail privilege deprive.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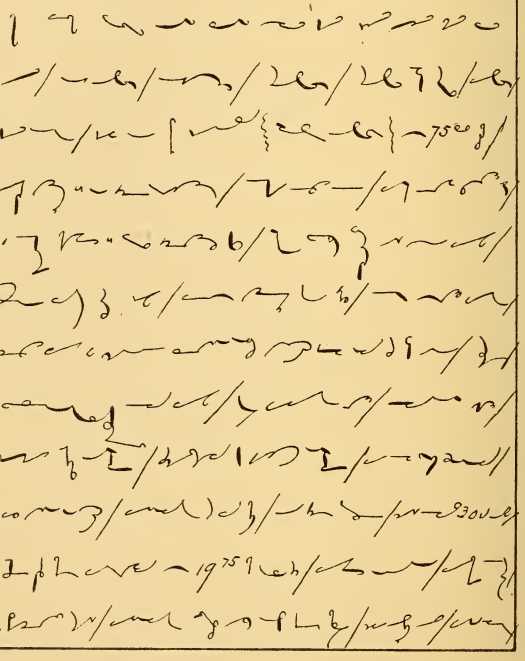
2.

More important { Bill of exchange } Further than
Most " { Court of equity } Fuster "



LESSON 25.

SUPPLEMENTARY EXERCISE 18.

Write the following words in accordance with the principles illustrated and explained in Lesson 19 and preceding Lessons:

1. Dot dote adroit taut (taught) tight veto pivot velvet revert revolt captivate preservative divert oft aft thrift aloft outfit fitful afoot foot-path footstep graft forfeit shift theft pamphlet uplift raft frighten frightful fleet flat.

2. Bushed abashed upshot pushed propitiate expatiate excruciating depreciate cashed crushed dashed vitiate finished nourished nauseate substantiate enunciate satiate balance-sheet rushed washed sate soot epithet pathetic sympathetic officiate shorten shortly shorter thoughtless forethought.

3. Climate tomato mismate animate permeate metaphysics mat smite mute mutable affirmative legitimate illegitimate amalgamate problematical sumptuous systematically systematize mitigate dogmatic diplomatic manumit pneumatic.

4. Bank-note naught nut tonight finite fortnight donate procrastinate fascinate exuberant accent identical talent student fanatic fantastic frontage flint fluent defiant definite salient silent stagnant covenant lunatic lenient vaccinate slant rant resonant retentive recently pursuant unwarrantable walnut giant adjacent fraudulent abstinent obstinate arrant unrelenting personate unostentatious saint sententious.

5. Elate palliate affiliate belittle ballet allot assault outlet ballot-box gas-light absolutely dissolute pollute exult exalt polite enlighten salute dilute litigate toilet afloat.

6. Perforate first-rate exhilarate irritable parrot puritanic opportune pertinacious pertinacity overrate retinue reticent reticence ratify writing upright outright artificial artisan artful vertical avert subvert pervert outskirt curtain fortitude theoretical smart ascertain courteous uncharitable unwittingly witticism eye-witness weighty outwit fluctuate.

EXPLANATION OF PRINCIPLES.

7. The prefix *com* is a light dash made in the direction of *k* or *r*. **2**–**a** to **5**–**n** show *com* written in the direction of *k*; **5**–**o**–**r** show *com* written in the direction of *r*, downward; **5**–**s** to **6**–**n**, in the direction of *r*, upward, and **6**–**o** to **7**–**o** show how the compound prefixes *accom*, *discom*, *encum*, *noncom* and *recom* are written.

8. *Con*, meaning the same as *com* and not being used before the same letters, is expressed by the same light dash without danger of confusion. **7**–**r** to **10**–**s** show *con* written in the direction of *k*; **10**–**u** to **13**–**a** show *con* written in the direction of *r*, downward; **13**–**c** to **u** show *con* written upward, and **14**–**a** to **s** show how the compound prefixes *discon*, *uncon*, *miscon*, *recon*

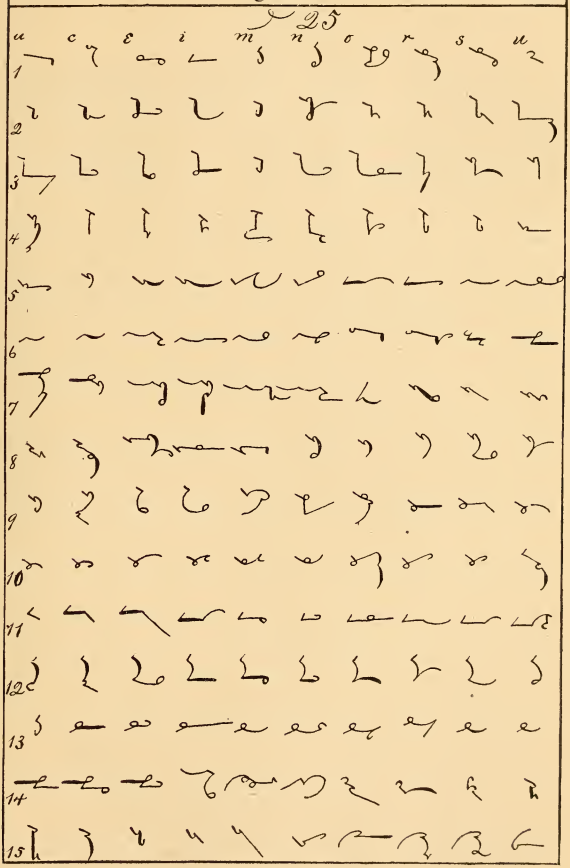
and *econ* are written, the prefix taking either of the three directions that will make the best joining.

9. **14**–**u** to **15**–**c** show how the prefix *contri* is written and **15**–**e** to **n** show how *contra* is written. These prefixes are composed of *con* and the vowel which occurs in the prefix written on its end in the form of a hook.

10. **15**–**o**–**r**–**s** show how the prefix *magni* is written and **15**–**u** shows the form of the prefix *magna*, these prefixes being composed of the letter *m* ending with the vowel which occurs in the prefix written in the form of a small hook.

KEY TO LESSON 25.

1. Company accomplish circumstance continue convenient convenience conspicuous consecutive consequence economy.
2. Combat combatant combustion combine combined cumbersome compete compute compact competitive.
3. Competitor competent compose composed compound companion compensate composure comprise compare.
4. Comparatively compel comply complete completely complicate compliment (complement) complain complained (complaint) commit.
5. Committee comfort command commander commercial commerce commodious commodity common commonsense.
6. Comment commend communicate community commence commencement accompany accompaniment accommodate discommode.
7. Discomfiture discomfort encumbrance uncomfortable noncombatant noncommittal recommend Congress conquer (concur) concrete.
8. Conclude conclusive controversy contrast control converse convert confer conference confirm.
9. Confront conflict conscious conscience conceal conspire consequently consider construct concise.
10. Consist consistent consume consummate conciliate (consulate) consult conservative concern concerned concave.
11. Connect conduct conductor condemn continuance content (contend) contest contain contempt contemplate.
12. Convey convict convince (conveyance) confide confidence confident confuse conform confine confess.
13. Confound concede constant constitute consign consignee consignment consignor consigned consent.
14. Discontinue discontinuance discontent unconscious misconstrue reconcile economical economize political-economy contribute.
15. Contributor contrive contraband contract contractor contrary magnitude magnify magnificent magnet.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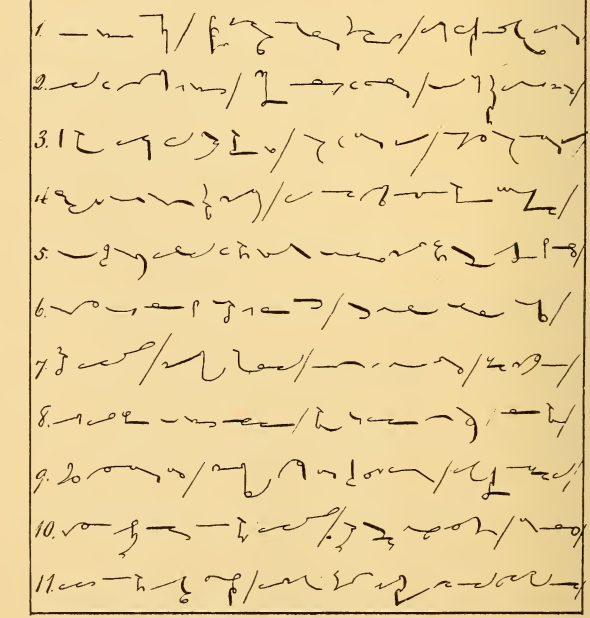
2

Common law. At your earliest convenience. Stock Company.

If it is convenient. Contributory negligence. In his opinion.

At your early convenience. One or two. What is your

No 25.



LESSON 26.

SUPPLEMENTARY EXERCISE 19.

Write the following words in accordance with the principles illustrated and explained in Lesson 20 and preceding Lessons:

1. Abode abide obeyed obedience badly bedside bed-time bedroom broad-gauge broadside forbid mobbed embody morbid abroad bread (bred) breadth sea-board labored bled cabled doubled enabled labeled rebuild rebuilding troubled bridewell stupidity rapidity repaid spade jeopardize peopled post-paid explode dry-goods begged dogged lugged rigged jagged brigade renegade safeguard disregard gradually gladly languid kidnap decadence naked screwed accrued sacred crudity credible credulous tickled tackled blockade corrode viewed vowed void paved pervade waved (waived) loved lived unavoidable vivid unreserved food fed.

2. Maiden midnight medical medicine mad mediate mediator meditate remedial medicinal formidable reformed gummed boomed palmed calmed doomed deemed teemed (teamed) timed timid seemed (seamed) alarmed roamed resumed rumored roomed warmed hemmed dismayed mood amidst tamed ashamed owned bandage disband bondage brand coined expand feigned ascend ascendency sandwich thousand landlord round ruined earned ironed renowned wind (wined) wound.

3. Ailed oiled gild (guild) coiled toiled field sealed (ceiled) sailed mailed mild nailed reeled mislead laudable overload appalled failed fold eldest unrivaled unruffled.

4. Hardy rude (rood) aired dared deride attired towered forehead orchard redeem raid red (read) erred arrayed arduous ardent radiant ridiculous readily riddance radiance riding redundance redound ordain absurd absurdity blizzard pardon poured (pored) periodical parade geared garden gardener coward cordage feared fired cheered charred billiards vineyard yard-stick weed wedding widow wooden headache heading headway childhood persuade dissuade.

5. Bead (beat beet) abed (abet) bide (bite) brood (brute bruit) pad (pat) pod (pot) plead (pleat) plod (plot) plied (plight) spied (spite) goad (goat) greed (greet) cawed (caught) kid (kit) cud (cut) cod (cot) clod (clot) tide (tied tight) trod (trot) Fred (fret) shod (shot) seed (cede seat) sawed (sought) sod (sot) sued (suit) thread (threat) Swede (sweet suite).

EXPLANATION OF PRINCIPLES.

6. The letter *m* is used for the prefix *im*, **3**–**c** to **6**–**r**, except when *im* is followed by *m*, in which case we write the vowel *i* (short) and one *m*, **6**–**s** to **7**–**e**.

7. The prefix *in* is represented by the vowel *i* (short), the same as the word-sign *in*, **7**–**i** to **14**–**c**.

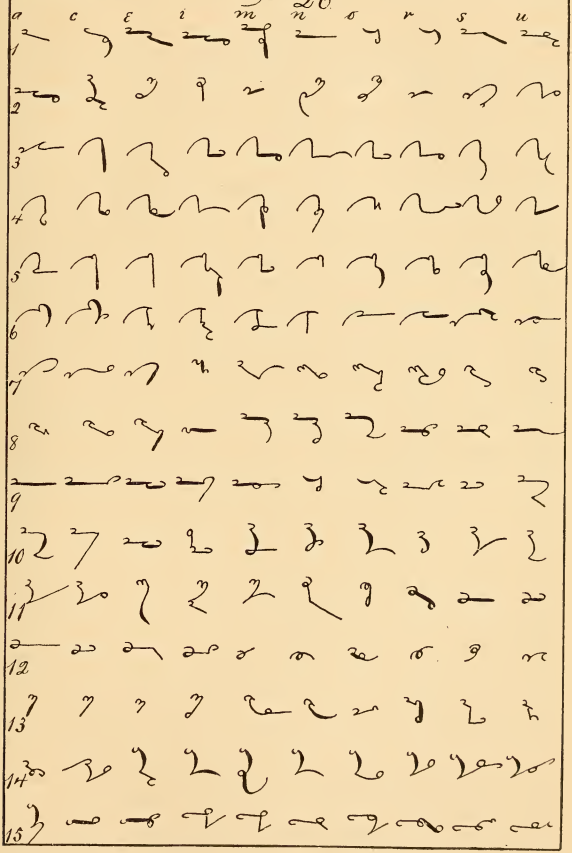
8. **14**–**e** to **15**–**a**, *d* is omitted from the prefix *ad*, before *v*.

9. **15**–**i** to **u**, *tr* with the circle on the upper or under side, as more convenient in joining, is used for the prefix *trans*.

KEY TO LESSON 26.

1. Iniquity inclusive indignant indulgence indispensable indebted independent individual integrity intoxicate.
2. Intelligence investigate influence inspect inward influential insolvency immediate immediately impertinence.
3. Immortal imbibe impecunious impudent impudence impetus impotent impotence imperfect impartial.
4. Impatient impose imposing impostor impossible imposture impute impenitent impulse imperil (imperial).
5. Impeach improbable improper impracticable imprudent impart imperative impress impressive imprison.
6. Improve improvement imply implicate implicit implore imitate image immigrate immodest.
7. Immaterial immense immoral inhabit income increase incorporate incredulous incline inclined.
8. Include inclose inclosure inadequate indifferent indifference indefinite inducement indistinct Indian.
9. Indeed indictment indulgent (indigent) indenture industry independence indicate intimate intend (intent) intellect.
10. Intolerant interior intelligent superintend invest investment invoice invent inform infant (infinite).
11. Inferior inference infringe inflict inflame inspector inexperienced insignificance inside incident.
12. Institute instant instruct instrument insert insist innocent inasmuch insult inmate.
13. Injure insure insured insurance inquest inquire inherit incumbrance incompetent incomplete.
14. Inconsistent reinforce advocate advise advisable advice advance adverse adversity adversary.
15. Adventure advertise advertisement transpire transport transact transfer transgress transmit translate.

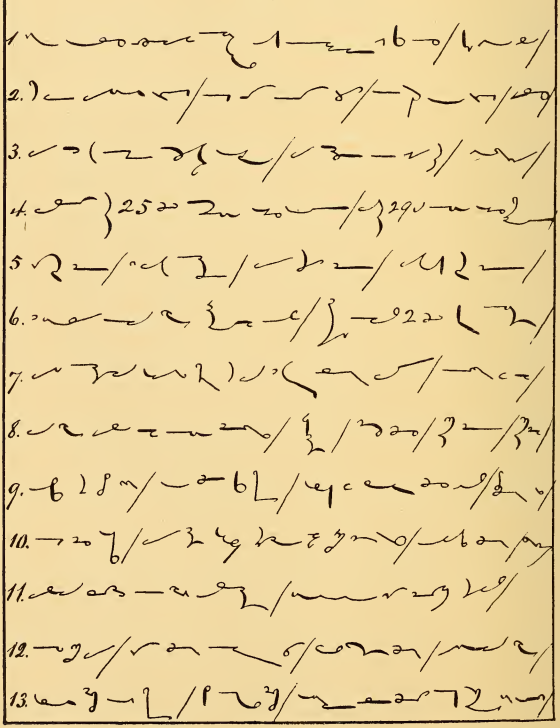
26



2.

I inclined to the opinion I am inclined to think 2 Insurance Co.

26.



LESSON 27.

SUPPLEMENTARY EXERCISE 20.

Write the following words in accordance with the principles illustrated and explained in Lesson 21 and preceding Lessons:

1. Blend abandoned pendant pendulum append appendix appendage dependent depends despondent stipend stupendous expend resplendent tendency attending extending secondly secondary offend friendliness tremendous discerned boundary boundless kindred mindful unbounded superabundance propound groundless grounded aground background foreground astounding sounding soundness soundly respondent abscond reprimand outstanding standard withstand restrained.

2. Absorbent turbulent jubilant sapient suppliant repentant unrepentant repents serpent printing ill-spent well-spent plentiful plaintive spontaneous participant identify identity dental expedient miscreant supplicant obedient accidental evidently verdant provident diffident non-resident antecedents potent retentive protestant distant persistent omniscient fervent relevant patiently transient assailant gallant authentic rental parent uncurrent diligent urgently sergeant enchant countenance accounting accountable discountenance reluctantly subsequently frequently surmount tantamount adamant dormant rudiment re-appoint belligerent romantic.

3. Abasement debasement escapement reshipment elopement temperament deportment augment segment misgovernment predicament enactment sediment testament enlistment misstatement detriment maltreatment pavement achievement defacement foment fulfillment fundamental punishment nourishment refreshment easement cement memento momentum momentous momentary merriment firmament armament abandonment aggrandizement adornment tenement atonement attainment refinement renouncement annulment alignment enlightenment discernment environment ointment sentiment presentment resentment embezzlement ailment allotment lament enlargement raiment preferment retirement disbursement re-imbursement embarrassment re-enforcement embellishment torment enrollment abridgement disparagement engagement encouragement discouragement lodgment regiment detachment enrichment.

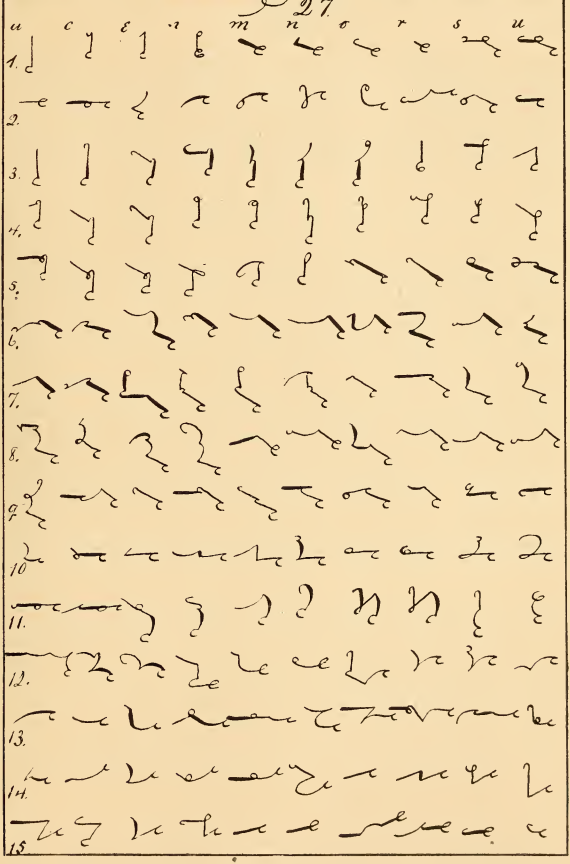
EXPLANATION OF PRINCIPLES.

4. In this system it is the practice to express the termination *shn* by writing the vowel which immediately precedes the *shn*. and omitting the *shn*. Thruout this Lesson all the words end with *a* implying that *shn* follows—*ation*.

KEY TO LESSON 27.

1. Population application occupation specifications examination organization classification conversation intoxication justification.
2. Taxation demonstration liquidation importation simplification approximation explanation alienation certification generation.
3. Publication probation (approbation) corroboration deliberation vibration liberation celebration patience dissipation representation.
4. Operation co-operation corporation separation inspiration appropriation participation anticipation acceptation expectation (expiation).
5. Desperation expiration exportation exploration multiplication stipulation congregation corrugation signification instigation
6. Immigration mitigation navigation inauguration negation interrogation obligation delegation allegation litigation.
7. Regulation irrigation subjugation complication speculation implication occasion dedication vacation (vocation) avocation.
8. Identification confiscation modification qualification relaxation annexation vindication communication location allocation.
9. Falsification education creation decoration calculation declaration circulation indication accommodation duration.
10. Foundation consideration continuation notation reputation invitation station hesitation illustration solicitation.
11. Administration registration excavation cultivation elevation privation observation preservation appreciation association.
12. Denunciation civilization equalization capitalization compensation sensation proclamation formation information estimation.
13. Moderation nation combination resignation destination nomination determination discrimination imagination presentation.
14. Recommendation alteration violation consolation (conciliation) desolation accumulation ration arbitration aspiration preparation.
15. Deterioration toleration variation transportation relation realization demoralization legislation generalization quotation.

27



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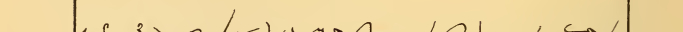
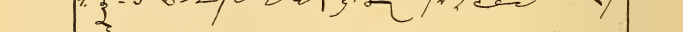
1. 
2. 
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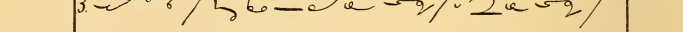
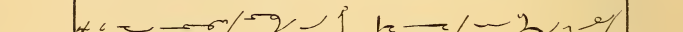
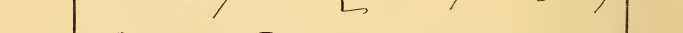
5. 
6. 
7. 
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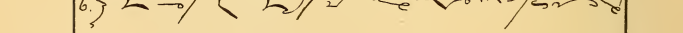
10. 
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LESSON 28.

SUPPLEMENTARY EXERCISE 21.

Write the following words in accordance with the principles illustrated and explained in Lesson 22 and preceding Lessons:

1. Bitter battery rebutter debater blotter betterment repeater preternatural patronize patronage separator petrify putrid patriot patriotism pattern spatter.

2. Navigator derogatory glitter regulator bigotry counterpart countersink countermand crater decorator creator cater educator cauterize contradictory victorious factor malefactor benefactor manufactory scatter protector reflector rectory instructor cutter criterion clatter clutter calculator.

3. Mediator daughter editor creditor detrimental laudatory traitor straighter testator testatrix agitator tighter tutor orator laboratory rotary retrospect retrieve retrench reiterate retroact barter porter deserter importer waiter waterpower water-course water-works water-main water-proof embroider recorder ardor disorder rudder rider border harder.

4. Thereafter swifter fetter fraternal cultivator shutter depositor visitor eastern suitor blister pastor plaster preposterous catastrophe caster (castor) cluster master muster paymaster minister monster ministry monastery.

5. Motor ammeter premature prematurely barometer materialist materialize materialism matrimonial maternal metropolis metropolitan prompter promotor gas-meter diameter tempter smatter symmetry tormenter mortar amateur elementary quarter quarter-master.

6. Entertainment enterprise nutriment nutritious notoriety entirely printer planter splinter grantor eccentric frontier volunteer lantern winter hunter interpreter interrogate interested literal literary flatter slaughter shelter paltry.

7. Fodder shudder cedar cider murderous moderator underbid underpinning underground undertaken undertone underscore misunderstand undermine suspender provender founder foundry engender sunder asunder thunder surrender.

8. Motherly mother-in-law motherless smoother lather northern southern southerly furthermore misanthropy.

EXPLANATION OF PRINCIPLES.

9. This Lesson further illustrates the method of expressing *shn*, **2**-**c** to **5**-**c** show the way *ishn*, *izhn* are written—the vowel *i* (short), usually in the form of a hook, on the end of the preceding consonant. **5**-**a**-**c**, *acquisition*, *requisition*, are written irregularly to secure more facile outlines. **5**-**e** to **r** show how

ooshn, *oozhn* are written, and **5**–**s** to **6**–**e** show how *ewshn* is written, the single-stroke vowel *oo* being preferred where it will join. **6**–**i** shows how *aution* is written, **6**–**m** to **u** show how *oshn*, *ozhn* are written, **7**–**a** to **m** show how *ashn* is written, and **7**–**u** to **s** show how *eeshn*, *eezhn* are written.

10. When there is no vowel immediately before the *shn*, or the vowel will not join readily, to imply the *shn*, then *shn* is expressed by means of a large hook on the right or upper side of straight consonants and inside of curves, **7**–**u** to **12**–**i**.

11. A large hook on the upper side of *d*, *t* and *j*, at the end, expresses a following *kshn*, **12**–**m** to **13**–**u**.

12. The letters *bi* are used for the termination *bility*, **14**–**a**–**u**.

13. The termination *ship* is represented by *sh*, **15**–**a** to **u**.

KEY TO LESSON 28.

1. Proportion inspection description inscription situation perfection satisfaction machine recognition valuation.
2. Inflation ambition exhibition suspicion commission collision addition condition expedition petition.
3. Competition partition politician superstition electrician division provision position opposition composition.
4. Deposition imposition proposition disposition precision decision omission submission permission admission.
5. Acquisition requisition contribution confusion profusion pollution resolution revolution prosecution persecution.
6. Execution destitution constitution caution explosion commotion devotion motion promotion notion.
7. Passion compassion dispassionate fashion fashionable completion accretion secretion adhesion objection.
8. Subjection option corruption adoption deception exception reception interruption impression suppression.
9. Expression progression transgression action transaction connection discussion section correction collection.
10. Affection friction (fraction) reflection discretion excursion election selection possession exemption redemption.
11. Suspension attention intention convention mention sanction distinction junction injunction portion.
12. Exertion assertion extortion distortion seduction production reduction introduction jurisdiction contradiction.
13. Direction attraction protection retraction obstruction extraction destruction construction instruction projection.
14. Ability possibility plausibility responsibility respectability susceptibility capability credibility accountability liability.
15. Membership secretaryship clerkship courtship fellowship receivership friendship township citizenship relationship.

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Com'r. of Pub. Wks. In proportion to Personal attention
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One of the conditions " " no " Immediate "
In connection with Prompt attention Early "

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LESSON 29.

SUPPLEMENTARY EXERCISE 22.

Write the following words in accordance with the principles illustrated and explained in Lesson 23 and preceding Lessons:

1. Albumen acumen vermin regimen calumny alimony ceremony omnibus amenable omnipotent monopolize monopolist monogamy monogram demoniac monomaniac almanac mnemonics monied mandatory mundane mendacity promenade lemonade emanate minutely recriminate dominate disseminate effeminate eliminate illuminate fulminate germinate ruminate laminated solemnity sermon meaning means menu.

2. Manifesto manifestly manifold munificence maneuver meanwhile solemnize sermonize menace ominous bituminous ignominious sanctimonious luminous aluminous voluminous reminiscence reminiscent necromancy clemency monthly somnambulist monument aluminum remnant terminal criminality nominally womanly womanliness seminary monarch miniature brakeman penman postman countryman milkman freeman brakemen penmen postmen countrymen milkmen freemen freshman tradesman seedsman statesman kinsman townsman freshmen tradesmen seedsmen statesmen kinsmen townsmen seaman madman foreman clergyman journeyman juryman. seamen madmen foremen clergymen journeymen jurymen.

3. Lengthen lengthened uncertainty whenever whensoever whence north-western south-western unquestionable unquestioned unquestioning cross-questioned questioner obtainable opinionated beginning turns returnable returns manufacturing manufactured recline reclined declined

4. Medallion battalion millionaire pavilion vermilion valiant reunion fortunate unfortunately misfortune. Wording rewarding by-word pass-word catch-word eastward westward northward southward leeward windward watchword forward

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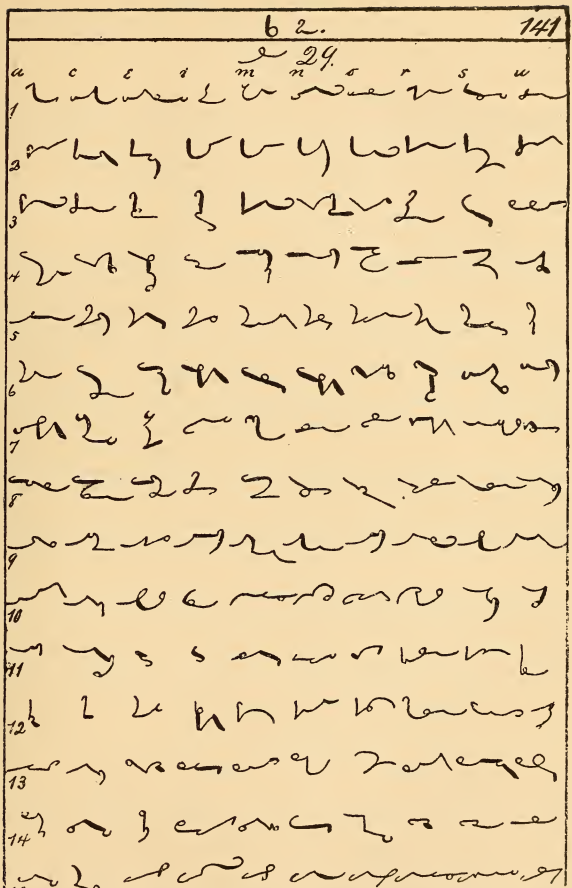
EXPLANATION OF PRINCIPLES.

5. No new principles of writing or abbreviation are introduced in this Lesson, but some of those already presented are applied in the formation of names of towns, cities, railroad points, etc. Names of persons and places should be so fully

written that there shall be no uncertainty or guess-work in reading. Writers of this system do not need to use longhand at all in any kind of writing unless it is as an aid in memorizing peculiarly or uncommonly spelled names. Frequently occurring names may be abbreviated as freely as other words, in ordinary work, but in correspondence, records, etc., for another to read, all words should be so fully written as to be unequivocal.

KEY TO LESSON 29.

1. Albany Albion Alexandria Alton Ashland Arlington Atchison Auburn Augusta Austin.
2. Baltimore Bangor Batavia Bellaire Beloit Belvidere Bennington Berlin Bethlehem Bismarck.
3. Bloomington Boston Bristol Brooklyn Burlington Cambridge Cairo Charleston Chicago Cincinnati.
4. Cleveland Columbus Council Bluffs Clinton Davenport Denver Des Moines Detroit Duluth El Paso.
5. Elgin Fall River Fargo Florence Fond du Lac Fort Scott Fort Wayne Fort Worth Franklin Freeport.
6. Fulton Galveston Geneva Gettysburg Glasgow Galesburg Grand Rapids Green Bay Halifax Hanover.
7. Harrisburg Havana Hartford Helena Hebron Houston Hudson Hyde Park Indianapolis Iowa City.
8. Jackson Jamestown Jefferson Jersey City Joliet Kansas City Keokuk Key West Kingston Knoxville.
9. La Crosse Lafayette Lawrence Leadville Leavenworth Lebanon Louisville Lexington Lisbon Lincoln.
10. Little Rock Lockport Los Angeles Madison Manchester Memphis Milwaukee Minneapolis Nashville New Orleans
11. Newport Niagara Falls Oakland Ogden Oswego Ottawa Omaha Palestine Paris Paterson.
12. Peoria Peru Philadelphia Pittsburg Plymouth Portland Portsmouth Princeton Quincy Raleigh,
13. Richmond Rockford Sacramento St. Joseph St. Louis St. Paul Salem Salt Lake San Diego San Francisco.
14. Santa Fe Saratoga Springfield Stillwater Syracuse Toledo Topeka Toronto Trenton Tucson.
15. Utica Vicksburg Warsaw Wilmington West Point Wheeling Windsor Winchester Winona Worcester.



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United States. First National Bank.

of Am. Quarter Section.

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LESSON 30.

SUPPLEMENTARY EXERCISE 23.

Write the following words in accordance with the principles illustrated and explained in Lesson 24 and preceding Lessons:

1. Dwight dwindle dwarf boudoir tweed twaddle tweezers twinkle twill twilight twirl twitter.

2. Angelic enjoyable steam-engine fire-engine engineering ungenerous injudiciously pungency sponged grange tinged strangely estrangement revengeful singe managed mismanagement lozenge longevity ranged arranged disarrangement changeable exchanged exchangeable.

3. Quip quicksand quackery quietude quashed quizzical quartet equable equipment equidistant aqueduct equinox equanimity aquatic obloquy ubiquity obsequious earthquake colloquy squaw squat squabble squad squeak squash squeeze sequence squint propinquity vanquish eloquence loquacious requital prerequisite.

4. Acquires acquired quarantine quorum querulous squirm required requirement aquarium. Quail quell equally equilibrium qualified qualifiedly equalize unequally tranquillity tranquilize squeal squally squalor colloquial disqualified. Quarrels quarrelsome quarreling squirrel.

5. Prefix profitably unprofitable prophetic prophecy prophesy proficiency profane profanity profoundly profligate preferment preferable preference preferential fire-proof. Disprove reprove provokingly provident providential depraved deprived depravity privateer proviso privacy previously province provincial prevalence proverbial prevaricate.

EXPLANATION OF PRINCIPLES.

6. No new principles of writing or abbreviation are introduced in this Lesson, but those already presented are used in writing names of days and months, of states and countries and of express and railroad companies. In most of the names of railroad and express companies only initials are given, as being sufficiently definite, because of frequent occurrence, in ordinary work. When initials are used in the notes and the fully spelled out name must appear in the transcript, this may be indicated by underscoring the initials. Care should also be

taken to correctly express the corporate name, whether a railroad or a railway company.

KEY TO LESSON 30.

1. Sunday Monday Tuesday Wednesday Thursday Friday Saturday January February March.
2. April May June July August September October November December New-year's-day.
3. Alabama Alaska Arizona Arkansas Connecticut California Colorado Delaware Florida Georgia.
4. Illinois Indiana Indian Territory Idaho Iowa Kansas Kentucky Louisiana Maine Massachusetts.
5. Michigan Missouri Mississippi Montana Minnesota Maryland New Hampshire New York New Jersey New Mexico.
6. Nebraska Nevada North Carolina North Dakota Ohio Oregon Oklahoma Pennsylvania Rhode Island So. Dakota.
7. South Carolina Tennessee Texas Utah Virginia Vermont Wyoming Washington West Virginia Wisconsin.
8. North America South America Central America Canada Newfoundland Nova Scotia New Brunswick Ontario Quebec New England.
9. Mexico Manitoba Cuba Hayti Porto Rico Philippines Hawaii Japan China Australia.
10. Adams Express, Adams Express Company; American Express, Am. Ex. Co.; National Express, Nat'l Ex. Co.; Northern Pacific Express, N. P. Ex. Co.; Pacific Express, Pac. Ex. Co.
11. United States Express, U. S. Ex. Co.; Wells Fargo & Co's Express, Dom. Ex. Co., Southern Express, S'n Ex. Co.; Great Northern Express, G't N. Ex. Co.; Western Union Telegraph Company, Postal Telegraph Company.
12. A. T. & S. F. Ry.; B. & O. R. R., B. & A. R. R., B. & M. R. R., Can. Pac. Ry,, Ches. & O. Ry., C. & A. R. R., C. & G. T. Ry., C. & N-W. Ry., C. B. & Q. R. R.
13. C. M. & St. P. Ry., C. R. I. & P. Ry., D. L. & W. R. R., D. & H. R. R., D. & R. G. R. R., Erie R. R., G. N. Ry., I. C. R. R., L. S. & M. S. Ry., Lehigh Valley R. R.
14. L. & N. R. R., M. C. R. R., N. Y. & N. E. R. R., N. Y. C. & H. R. R. R., N. Y. N. H. & H. R. R., N. P. Ry., O. R. & N. Co., P. M. S. S. Co., Penna. Co., Penna. R. R.
15. P. & R. Ry., P. W. & B. R. R. Plant System, P. P. C. Co., S. P Co., T. & P. Ry., U. P. Ry., W. P. C. Co., Wabash R. R., Wis. Cen. R. R.

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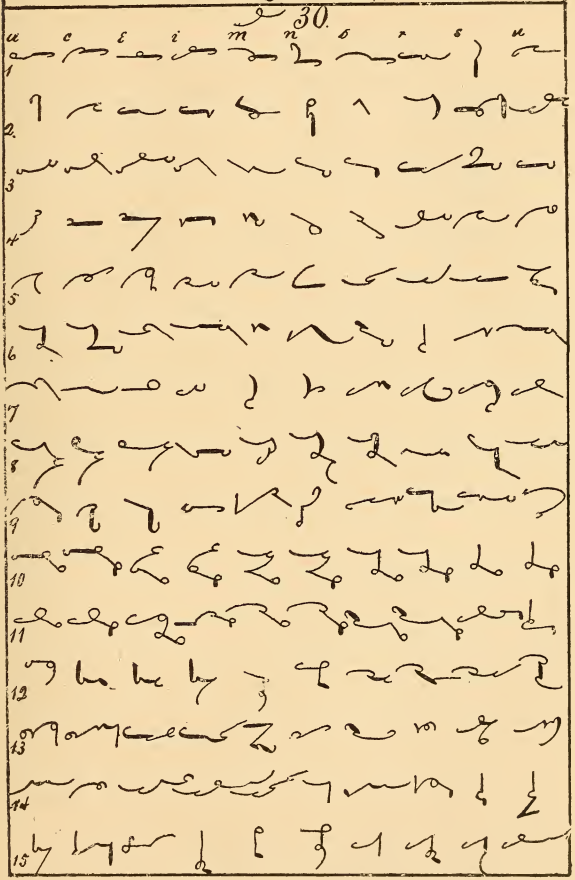

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SUPPLEMENTARY EXERCISE 24.

Write the following words in accordance with the principles illustrated and explained in Lesson 25 and preceding Lessons:

1. Combative combustible compactly compactness competence compositor composer component competing compatible comparison compress compressing compromise comparative compartment compelled complex complexity complicate complicity completeness complains compliance compliment (complement) complimentary complacent (complaisant) complacency compulsory committed committal commute comfortable comforting comforter commiserate commissary commemorate comrade commandant commandment. Comedy commonly commonwealth commenced commencing commensurately communicated communist communism commentaries commentator commending commendable commendatory.

2. Accomplished accomplishment accomplice decomposed discomposure encumber encumbered unencumbered encompassed uncomfortable uncompromising unaccomplished noncompliance recommittal recompense accommodating unaccommodating uncommon recommending recommended recommenced circumvent circumscribed circumference circumstantial circumspectly circumnavigate.

3. Connubial congregate congratulate concourse concurred (conquered) concurrence concurrent concordant conical conclusively concluded concluding condole controller (comptroller) conversing conversant convulse convulsive convalescent confirmative confirmatory consciously consciousness conscientious conscientiousness connoisseur concealment console consolatory conspiracy conspirator conscript consecrate considerable considerate construe constrain constrained (constraint) conceivable concisely consistently consistency consumed consumptive consul consolidate conciliatory conserve concert consort congenial congeal conjugal congested conjecture conjure conquest.

4. Condemned condense condescend condone (condign) conduce conducive contaminate contemptible contemporaneous contiguous contagion continent continuity continually contingent contingency contour contumely contumacy contentment contented (contended) convene conveniently confidential confederate confiscate confinement conference conceited constituent constituency constituents constabulary constantly.

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SUPPLEMENTARY EXERCISE 25.

Write the following words in accordance with the principles illustrated and explained in Lesson 26 and preceding Lessons:

1. Disconcerted disconsolate disconnected unconcerned unconquerable unconscionable unconsciously unconsciousness laconically irreconcilable reconnoiter reconsider reconnaissance economized economist. Contributory contrived contrivance contravene contraries. Magnificence magniloquently magnanimity magnanimous magnetism magnetic magnesium.

2. Imbue imbecile impudently impotent impoverish impinge superimpose imposed impost impassive impassively impenetrable imponderable impanel impale impulsive impure impair impurity imperishable imperious impertinent impeachment impede impediment impetuous impending impound impropriety impregnable imprudence importune importunity impervious impartiality impressively impressible imperceptible imprisonment impersonate impersonal imperatively importunate imagine imaginary improvise reimbursement.

3. Immigrant immovable immemorial immorality immerse immolate immensely imminent immanent immunity immature immaturity immoderately immeasurable.

4. Inborn inebriate inbred inappropriate inappreciable inoperative ingot inexact inexhaustible inexorable ingratiate ingress ingredient ingrate ingratitude inaugural incandescent incase inexcusable inextricable inaccessible inaccuracy inaccurate iniquitous inactive incorporated incorrigible incur incurable incredible incalculable including inclemency inaudible indefatigable indefensible induce indisposed indiscreet indiscriminate indecent indemnified indemnity indomitable indent indolent indigenous indulgently indebtedness independently individuality individually intuitive intestate intemperate intimacy intimately intimidate intense intensity intellectual intolerable intelligible interment intrepid interrogate introduce intrench intrenchment intrust intrinsic invariably invaluable invoke invade (inveighed) invalidate invite involve invisible inventor inventory inefficient infuse infest infect disinfect informal misinformed infamy infamous inoffensive infer infernal inferiority infirm inflexible injured inestimable insomuch inasmuch insubordinate incipient inspire inexperience insignificant coincide instead instantly instalment.

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SUPPLEMENTARY EXERCISE 26.

Write the following words in accordance with the principles illustrated and explained in Lesson 27 and preceding Lessons:

1. Instance instinct insufficient incessant instanter insensible incentive incendiary insolent ineligible inquiry incumbent inconsiderate inconsiderable inconstant inconstancy.

2. Advocacy advisement advisory advancement adventure advent adversely. Transpose transparent transcribe transcript transit transitory transform transformed transom.

3. Impatience emancipation misrepresentation adaptation reparation exasperation abrogation conflagration occasionally occasions abdication supplication revocation suffocation verification gratification unification mortification nullification ratification altercation consecration desecration recreation miscalculation.

4. Repudiation dilapidation depredation degradation invalidation radiation reconsideration computation deputation imputation commutation interpretation refutation citation stationary (stationery) attestation detestation visitation devastation manifestation molestation resuscitation prostration imitation meditation consultation exultation irritation agitation adulteration perpetration penetration mutilation ventilation retaliation discontinuation.

5. Evasion abbreviation starvation reservation federation depreciation renunciation Christianization authorization reorganization disorganization colonization polarization solemnization cessation elicitation felicitation restoration annexation relaxation immoderation acclamation exclamation consummation intimation transformation confirmation animation ornamentation temptation limitation admiration.

6. Designation inclination donation delineation consternation fascination assassination concentration abomination contamination condemnation denomination illumination termination ruination exoneration remuneration.

7. Cancellation isolation insulation translation irrational exaggeration perpetuation evacuation fluctuation infatuation attenuation insinuation tribulation capitulation manipulation stimulation simulation adulation persuasion dissuasion dissimulation modulation.

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SUPPLEMENTARY EXERCISE 27.

Write the following words in accordance with the principles illustrated and explained in Lesson 28 and preceding Lessons:

1. Abolition abolitionist commissions commissioned commissioning commissioner practitioner additions unconditional sedition perdition tradition rendition tuition intuition repetition statistician nutrition.

2. Vision visionary supervision subdivision revision supposition exposition decomposition indisposition predisposition transposition physician musician incision indecision mission emission dismission transmission remission missionary manumission intermission coalition volition apparition derision.

3. Distribution retribution cushion collusion conclusion seclusion evolution involution revolutionary infusion diffusion suffusion transfusion allusion delusion dilution dissolution solution diminution substitution corrosion emotion locomotion notional lotion erosion passionately compassionate impassioned old-fashioned unfashionable depletion repletion artesian lesion cohesion.

4. Objectionable unobjectionable prescription transcription conception inception interception perception eruption disruption absorption oppression compression depression disproportionate aggression congressional digression actionable inaction reaction auctioneer complexion recollection dissection eviction fiction faction infection disinfection putrefaction confectionery infraction affliction infliction deflection exaction intersection electioneer erection insurrection resurrection version perversion diversion conversion inversion profession confession session concession dispossession self-possession procession accession succession secession.

5. Presumption resumption assumption consumption pension expansion contention pretension detention distention retention invention intervention contravention prevention dissension condescension dimension ammunition admonition premonition compulsion expulsion convulsion revulsion aspersion dispersion desertion. Abduction deduction dictionary benediction detection distraction misconstruction rejection.

6. Inability impossibility improbability culpability practicability stability sociability durability. Suretyship guardianship ownership partnership worship generalship hardship.

34.

b 2

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